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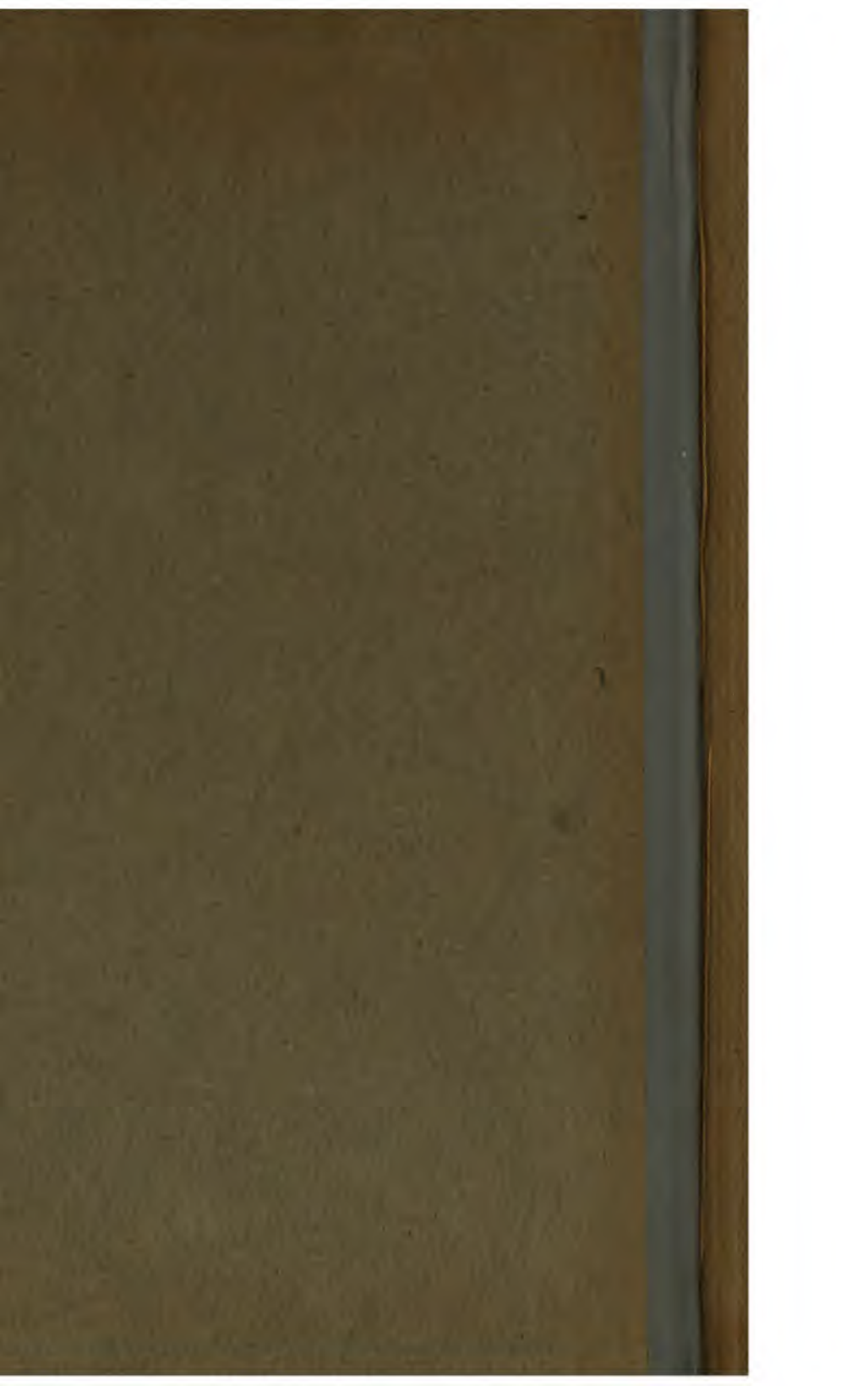
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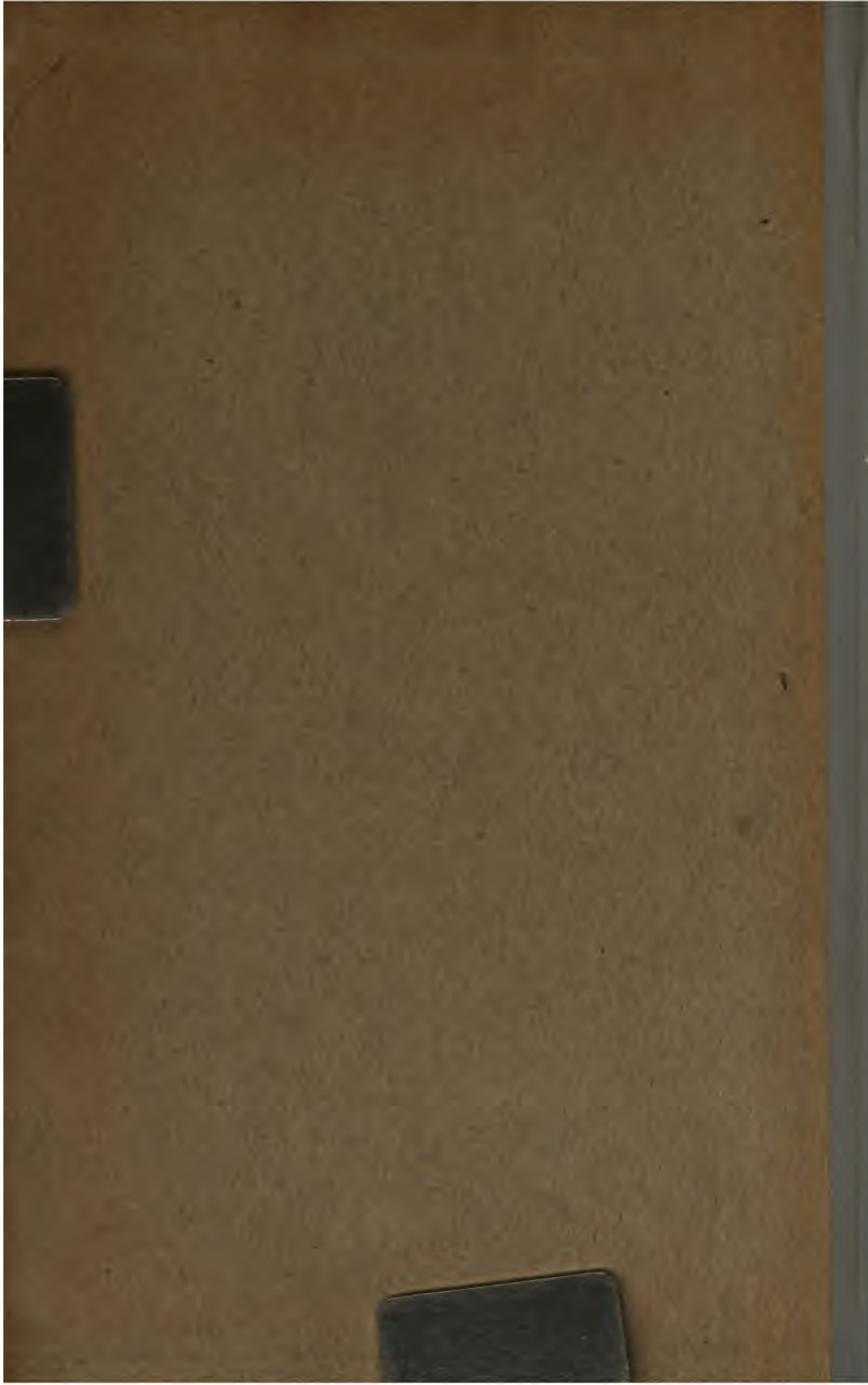


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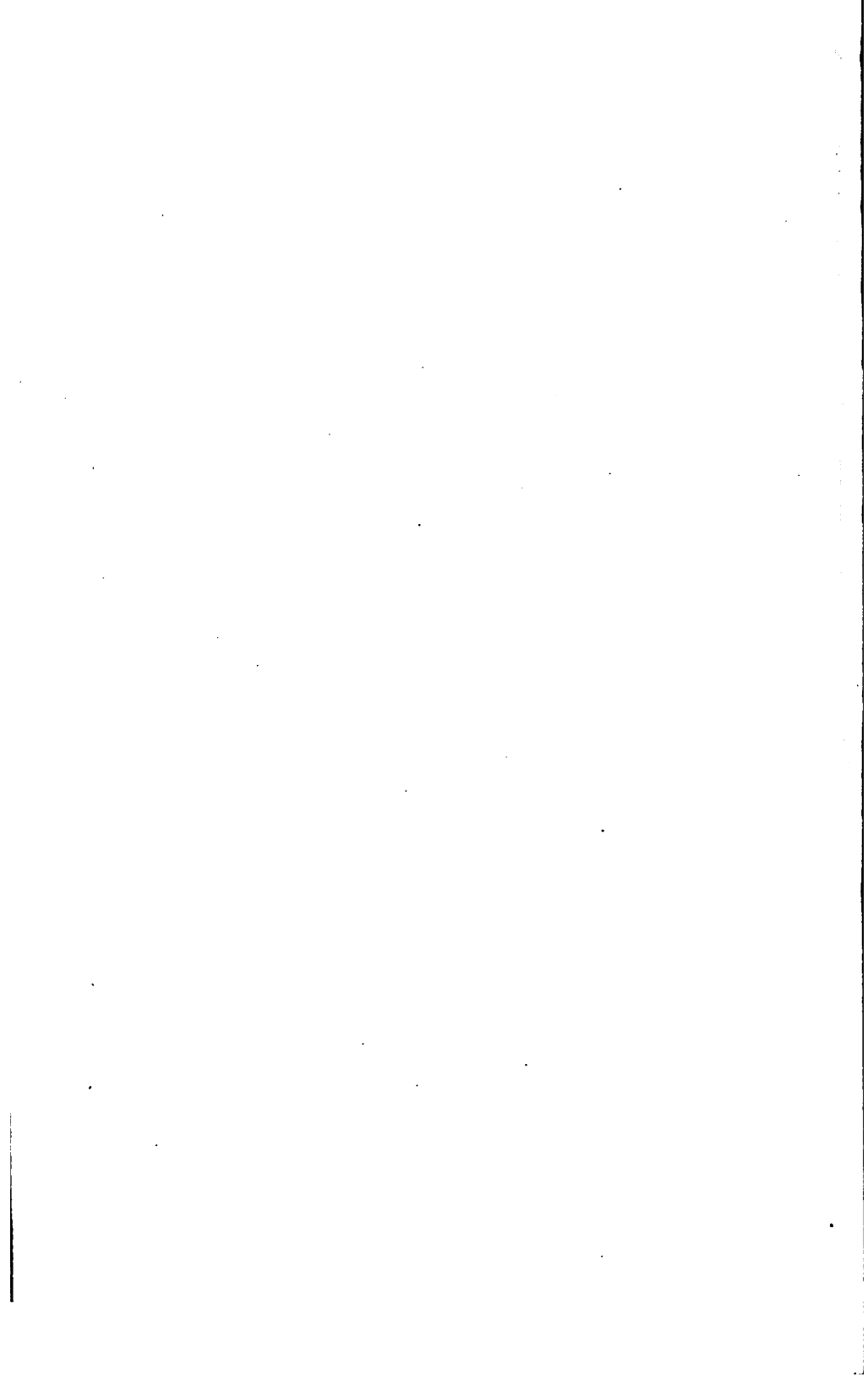


New York State

University State J.N.

High School Dept.





University of the State of New York

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PREFACE

Academic examinations. These tests are purely voluntary. The last vestige of compulsion regarding them disappeared when they ceased to be used as a means for the distribution of public funds. They are based on the *Academic Syllabus*, which is revised every five years with the assistance of specialists and with suggestions from principals and teachers. All question papers are prepared by specialists and are passed on by a question board of inspectors who are college graduates with experience in teaching and are, through frequent visits, in direct contact with the schools. With each set of question papers sent to the schools is inclosed a blank for criticisms by principals and teachers. By this means each question paper is reviewed by hundreds of teachers and the detailed criticism received is heeded in the preparation of later question papers.

Answer papers are rated first by the principals of the schools and those claimed are then sent to the University for review. In 1901 538,833 answer papers were written, of which number 353,939 or 66% were allowed. 57,100 papers, all of which except those of professional students had been rated by principals and teachers as entitled to 75%, were rejected on review. Since 1889 the per cent of claimed answer papers allowed by the University on review has not fallen below 86 or been greater than 92. All question papers are printed at the office of the Regents, are sent to the schools in steel boxes through the money order department of the express companies, and are most carefully guarded in every way.

JAMES RUSSELL PARSONS JR

Director High School Department

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High School Department

172D EXAMINATION

SPELLING

Friday, January 31, 1902—1.15 to 2.15 p. m., only

The following numbered words are to be written by each candidate. The examiner should distinctly and properly pronounce each word (with its number prefixed), allowing sufficient time for writing it before the next word is pronounced. Papers entitled to 75 or more credits will be accepted.

When five army (1) transports (2) loaded with (3) nearly (4) fifteen (5) hundred (6) teachers of the (7) public (8) schools in (9) Cuba sailed into (10) Boston (11) harbor, it was an (12) event (13) which had no (14) parallel. It (15) directed the (16) attention of the (17) people of the United States, as (18) probably nothing (19) else (20) could, to the (21) progress of education among the people of the West Indian (22) island.

This (23) bringing of so many teachers of Cuba, is looked upon as the (24) greatest idea ever (25) conceived by the (26) superintendent of public (27) instruction in Cuba, and it has (28) brought him, (29) young as he is, no small (30) distinction in the (31) educational (32) world.

(33) Harvard university was the Mecca of (34) these (35) pilgrims in (36) search of (37) learning. All the (38) resources of the great (39) university were (40) thrown open to these young men and (41) women who were so (42) anxious to learn (43) themselves that they might teach others. If the (44) tuition had been paid for, it would have cost two hundred (45) thousand (46) dollars. If this was (47) added to the cost of (48) transportation, (49) maintenance, and to other (50) expenditures, the (51) total would be not far from a (52) million dollars. But it cost the teachers not a (53) penny save what they (54) chose to spend . . .

The (55) courses in (56) history and (57) government, (58) principles of (59) design, (60) astronomy, (61) geometry, (62) engineering, physics, (63) chemistry, (64) botany, (65) geology and (66) physical (67) training were open to them, and (68) special courses were (69) prepared in (70) English, history, (71) geography, school (72) organization and (73) management, and (74) general (75) culture.

The (76) broadening (77) effect of (78) personal observation and (79) tours in the (80) observatories, (81) museums and parks, the (82) contact with (83) daily (84) American life, the (85) intelligence gained by (86) noting our (87) civic (88) institutions, are among the most (89) valuable (90) influences of the trip, while the (91) splendid (92) generosity and public (93) spirit (94) shown by the university and (95) citizens of Boston and Cambridge in thus (96) offering the finest gifts (97) within (98) their (99) power, can not fail to do (100) lasting good.

—Mary C. Francis

University of the State of New York
High School Department

172D EXAMINATION

SPELLING

Wednesday, January 29, 1902—4.15 to 5.15 p. m., only

The following numbered words are to be written by each candidate. The examiner should distinctly and properly pronounce each word (with its number prefixed), allowing sufficient time for writing it before the next word is pronounced. Papers entitled to 75 or more credits will be accepted.

If, in this age of (1) science and (2) invention, there was to be (3) prepared a (4) revised (5) category of the (6) wonders of the world, the first place would (7) unquestionably have to be (8) accorded to the (9) marvelous (10) process (11) whereby the most (12) valuable of the (13) earth's (14) deposits is (15) transformed into iron and (16) steel (17) products for every-day use. It is safe to (18) presume that those (19) persons who (20) account the (21) present (22) era (23) devoid of (24) romance know little of the (25) intensely (26) picturesque and (27) dramatic (28) features which (29) characterize the (30) evolution of the (31) metal which is far more (32) indispensable than gold to the world's (33) welfare.

No (34) adequate (35) idea of the (36) tremendous (37) scope of the (38) iron (39) industry is (40) conveyed by the (41) simple (42) statement that the United States (43) produces (44) fully one (45) fourth more iron than any (46) other (47) nation; but the fact that the (48) annual (49) consumption of iron in Uncle Sam's (50) domain is on the (51) basis of (52) several (53) hundred pounds a year for each (54) inhabitant, (55) whereas in many (56) European (57) countries it does not (58) reach (59) fifty pounds (60) perhaps (61) indicates in a (62) slight (63) degree what an (64) immense (65) proportion of our (66) population looks to this (67) commonplace (68) commodity for the (69) necessities and (70) luxuries of life. (71) Statisticians who have taken the (72) trouble to make (73) careful (74) computations on the (75) subject have (76) figured out that one in (77) every (78) fourteen persons in the country is (79) dependent upon the iron industry for (80) support, which is (81) equivalent to (82) saying that if all the ironworkers and their (83) families were (84) gathered (85) together, they would form a (86) community (87) considerably (88) larger than Greater New York and its (89) environs.

There are so many (90) amazing things (91) connected with the work of (92) taking from the ground the (93) ore which looks for all the world like rich red earth, and (94) eventually working it up into every (95) imaginable form, from the tea-kettles to (96) locomotives, that to put your finger on any one (97) phase of the (98) transformation and say, "This is the most (99) surprising," is next to (100) impossible.

—Waldon Fawcett

High School Department

173D EXAMINATION

SPELLING

Wednesday, March 26, 1902—1.15 to 2.15 p. m., only

The following numbered words are to be written by each candidate. The examiner should distinctly and properly pronounce each word (with its number prefixed), allowing sufficient time for writing it before the next word is pronounced. Papers entitled to 75 or more credits will be accepted.

A (1) regiment in (2) Germany is (3) never made up (4) entirely of new men. In the first place, (5) there is the (6) skeleton (7) framework of the non-commissioned (8) officers (I am not (9) considering here the (10) commissioned officers), and (11) usually a large (12) residue of men who have (13) already (14) served one year. To these the new (15) draft, (16) awkward, callow, (17) apparently (18) hopelessly (19) stupid, is (20) added; and the officers are (21) confronted with the (22) discouraging task, as old as (23) armies, of (24) beating this raw (25) material into (26) shape. The new (27) recruit spends his first few weeks (28) pretty (29) closely in (30) barracks. His old (31) suit of (32) clothes is (33) packed up, (34) labeled, and (35) stored away, to be kept and (36) returned to him when he (37) finishes his (38) service. He is (39) fitted from (40) among the (41) oldest (42) uniforms in the (43) possession of the regiment, and he is set to such (44) dispiriting (45) tasks as (46) cleaning barracks, (47) blacking the officers' boots, and other (48) duties (49) quite as (50) disagreeable. To a boy who has been (51) brought up in (52) fairly good (53) surroundings, such tasks as these are (54) anything but a (55) pleasant (56) introduction to (57) military life; but here comes in the (58) national (59) spirit of (60) order and (61) obedience to (62) authority, and he obeys. The (63) greatest man in the (64) world to him just now is his (65) corporal, whose (66) business it is to (67) knock off his (68) rough (69) corners. His (70) first (71) sergeant, the (72) "mother of the regiment," is a (73) planet as yet a little out of his (74) orbit, and his (75) captain is a (76) fixed and (77) distant star to be looked upon with (78) awe and (79) wonder. One of his first duties is to learn the (80) soldier marks—the (81) distinguishing uniform of his officers and how he must (82) salute his (83) superiors. In Germany, the code of (84) etiquette, as (85) between officers and men, is very (86) rigid. The (87) private is (88) taught that he must obey (89) every order of a superior (90) absolutely and (91) unquestioningly, and that he must (92) invariably salute in (93) exactly the (94) proper way. A (95) sentinel comes to (96) "present arms" and (97) follows his officer with his eyes, like a (98) faithful dog, (99) until he is out of (100) sight.—*Baker*

High School Department

173D EXAMINATION

SPELLING

Monday, March 24, 1902 — 4.15 to 5.15 p. m., only

The following numbered words are to be written by each candidate. The examiner should distinctly and properly pronounce each word (with its number prefixed), allowing sufficient time for writing it before the next word is pronounced. Papers entitled to 75 or more credits will be accepted.

(1) Before (2) endeavoring to (3) trace the (4) course of (5) recent (6) events in China with the (7) purpose of (8) throwing some (9) light on the (10) present (11) situation, I must (12) point out what is the most (13) dangerous (14) feature of the revolution with which we are now (15) brought face to face. Two years ago, any (16) naval or army (17) officer would have (18) staked his life and (19) reputation upon (20) getting into Peking from Tientsin with but five (21) hundred (22) Europeans or (23) Americans (24) behind him, all the (25) military (26) forces of the Chinese (27) empire (28) notwithstanding. (29) Admiral Seymour, a (30) gallant and (31) resolute officer, has, with a (32) column of (33) nearly three (34) thousand (35) picked men, not only (36) failed to (37) reach the (38) capital, but been (39) driven back with (40) considerable (41) loss to his (42) base, after (43) having been cut off from all (44) communication with it for nearly ten days. The (45) relief column was (46) composed of the best (47) material; and in Captain McCalla, Admiral Seymour had a (48) lieutenant (49) second to (50) none. These gallant (51) sailors and (52) marines (53) carried with them a (54) number of field-guns, and they were (55) spurred on to the most (56) determined (57) effort by the news of the (58) desperate (59) straits to which the (60) occupants of the (61) legations in Peking had been (62) reduced by the (63) besieging (64) revolutionists; and yet, after (65) narrowly (66) escaping a (67) disaster, the relief column (68) retreated upon Tientsin. The (69) conclusion is forced upon us that they failed (70) because they met (71) Chinese (72) soldiery of very (73) different (74) caliber from what they had (75) expected, with (76) every (77) reason, to meet; and it is this feature of the situation which I must (78) dwell upon as being more (79) alarming than the (80) actual news from Peking, (81) unpleasant to read as that is. (82) Travelers from the west (83) generally (84) disagree upon every Chinese (85) question save one. They have been (86) unanimous in (87) pronouncing the Chinese army as (88) worthless, and in (89) holding its (90) organization up to (91) contempt. It is true, (92) however, that some of the (93) foreign officers who have been (94) intrusted with the (95) education of Chinese (96) recruits, have in some (97) measure (98) dissented from this (99) sweeping (100) opinion.— *Stephen Bonsal*

High School Department

174TH EXAMINATION

SPELLING

Friday, June 20, 1902—1.15 to 2.15 p. m., only

The following numbered words are to be written by each candidate. The examiner should distinctly and properly pronounce each word (with its number prefixed), allowing sufficient time for writing it before the next word is pronounced. Papers entitled to 75 or more credits will be accepted.

The (1) movement (2) directed (3) toward the (4) beautifying of (5) public schoolhouses, which is (6) becoming more and more (7) marked, is one of the most (8) important that has taken place in (9) connection with the (10) cause of (11) education in (12) America. The (13) architectural beauty and (14) dignity of (15) certain schoolbuildings (16) erected not (17) only in the larger (18) cities but even in the small (19) townships, have (20) recently been (21) noticeable. Where (22) nothing has yet been done (23) tending to (24) improve upon the old time schoolhouse, it is at (25) least (26) freely (27) admitted in (28) principle that a school should be outwardly (29) acceptable to the eye. It is also admitted that it should, (30) whenever (31) possible, be (32) inwardly (33) adorned, with (34) reproductions—(35) casts, (36) engravings, fine (37) photographs—of beautiful things: the masterpieces of architecture, (38) painting, (39) sculpture. The (40) significance of all this lies in the (41) recognition it (42) implies of a fact that (43) hitherto has (44) received little or no (45) practical (46) acknowledgment in our American life. We have always acted as if we (47) assumed that the (48) sense of the beautiful could be (49) acquired as some (50) persons acquire (51) wealth, as some (52) others get (53) learning; that it could be (54) obtained by (55) putting (56) forth will power and (57) taking an (58) industrious (59) interest in the (60) subject. But the (61) present (62) effort, to make the schoolbuilding a place that shall (63) exert an (64) enlightening (65) influence on the esthetic (66) nature of the most (67) youthful (68) scholar, shows a (69) growing (70) understanding that the love and the (71) perception of beauty do not come to any one (72) merely by (73) willing that they shall. (74) Reading, (75) study, (76) observation, a (77) sincere (78) desire for (79) communion with the beautiful, may (80) deepen, (81) intensify, and (82) illuminate such love and perception. But the (83) essence, the (84) germ, of them, to be truly (85) vital, must have been (86) built into the (87) constitution before there was any (88) conscious (89) exercise whatever of the will with (90) regard to them. If the (91) appropriate means of (92) cultivation be brought to bear soon (93) enough, a child who has in any (94) degree the (95) right gifts comes to feel (96) confusedly what beauty is, and has his (97) imagination and his (98) emotions (99) enlarged and (100) uplifted.

High School Department

174TH EXAMINATION

SPELLING

Wednesday, June 18, 1902 — 4.15 to 5.15 p. m., only

The following numbered words are to be written by each candidate. The examiner should distinctly and properly pronounce each word (with its number prefixed), allowing sufficient time for writing it before the next word is pronounced. Papers entitled to 75 or more credits will be accepted.

The (1) science of linguistics is among the (2) youngest, and yet it has (3) already (4) established (5) itself so (6) firmly on the solid ground of (7) ascertained truth that it has been able to (8) overthrow with (9) ease one and (10) another of the (11) theories which were (12) accepted (13) without (14) question before it came into being.

For (15) example, time was—and the time is not so very (16) remote, it may be (17) remarked—time was when the little (18) group of more or less (19) highly (20) educated men, who were at the (21) center of (22) authority in the (23) capital of any (24) nation, had no (25) doubt (26) whatsoever as to the (27) superiority of (28) their way of (29) speaking their own (30) language over the (31) manner in which it might be (32) spoken by the (33) vast (34) majority of their fellow (35) citizens (36) deprived of the (37) advantages of a (38) court (39) training. This little group set the (40) standard of (41) speech; and the standard they set was accepted as (42) final and not to be (43) tampered with under (44) penalty of (45) punishment. They held that any (46) divergence from the (47) customs of speaking and writing they (48) themselves (49) cherished was (50) due to (51) ignorance, and (52) probably to (53) obstinacy. They (54) believed that the court (55) dialect which they had been (56) brought up to use was the only true and (57) original form of the language; and they (58) swiftly (59) stigmatized as a (60) gross (61) impropriety every (62) usage and every (63) phrase with which they themselves did not (64) happen to be (65) familiar. In thus (66) maintaining the (67) sole (68) validity of their (69) personal (70) habits of speech, they had no need for self-assertion, since it never (71) entered into the head of anyone not (72) belonging to the court (73) circle to (74) disparage for a (75) second the (76) position thus (77) tacitly (78) declared.

If (79) modern (80) methods of (81) research have made (82) anything whatever (83) indisputable in the (84) history of (85) human speech, they have (86) completely (87) disproved the (88) assumption which (89) underlies this (90) implicit claim of the (91) courtiers . . . (92) Generally it is the (93) stability given by (94) political (95) preeminence (96) which leads to the (97) development of a (98) literature, without which no dialect can (99) retain its linguistic (100) supremacy.

— Brander Matthews

High School Department

172D. EXAMINATION

ELEMENTARY ENGLISH

Friday, January 31, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 11-12 and six of the others but no more. If more than six of the others are answered only the first six answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Analyze by diagram or otherwise the following sentence:

The favorite position of the deer is still spirited and graceful, and wholly unaffected by the pictures of him which the artists have put upon canvas.

2 Write sentences containing *a)* the nominative plural of *thief*, *b)* the possessive singular of *negro*, *c)* the possessive plural of *man*, *d)* an abstract noun derived from an adjective, *e)* an adverb of manner.

3 Write a letter to a cousin whom you have never seen, inviting him to visit you on Washington's birthday and stating how you have planned to entertain him.

4 Give the part of speech and the syntax of *each* of the italicized words in the following: *a)* The frightened beast, *fleeing* from the unreasoning brutality of the hounds, will *often* seek the open country, *b)* She descended the slope of the mountain *until* she reached the *more* open *forest* of hard wood.

5 Select from the following the incorrect sentences and rewrite in correct form, giving the reason for each correction:

a) I do not like these sort of men, *b)* The tramping of many feet were heard all day long, *c)* "Scamps" is what he said, *d)* Let you and me decide this, *e)* He is tall like his brother is, *f)* I do not know whom to expect, *g)* She and myself will visit you shortly.

6 Write the third person singular of *each* of the tenses of the indicative active of *bear*. Give the active infinitives and participles of *bear*. [State in each case the name of the tense.]

7 Combine the following statements into a simple sentence: The hermit was a good man. He was in his garden. He sat on a bench. The bench was under a tree. He held his prayer-book in his hand.

8 Write *a)* an exclamatory sentence containing an infinitive phrase, *b)* a compound imperative sentence, *c)* a complex sentence containing a noun clause.

High School Department

173D EXAMINATION

ELEMENTARY ENGLISH

Wednesday, March 26, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 14-15 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Analyze by diagram or otherwise the following sentence:

For a quarter of an hour she went on, clearing the moose-bushes with bound after bound, flying over fallen logs, pausing for neither brook nor ravine.

2 Write sentences containing a) the possessive plural of *deer*, b) *since* used as a preposition, c) *still* used as an adjective, d, e) a proper noun used as the object of an infinitive and a noun in apposition with the proper noun.

3 Write a letter to a former schoolmate, describing an incident that occurred *either* during the holiday vacation *or* on Washington's birthday.

4 Parse the italicized words in the following: a, b) Every way *was closed* but *one*, c) At her first step into the water she saw a sight *that* sent her back with a bound, d) Had she *strength* to swim it?

5 Write the third person singular of *each* of the tenses of the indicative of *lie* (*to recline*), giving in each case the name of the tense. Write *four* infinitives of *lie*, giving the name of each.

6 Select from the following the incorrect sentences and re-write in correct form, giving the reason for each correction:

a) Neither John nor James know what is to be done, b) I do not know who to ask, c) I know who the boy is, d) I saw the change most as soon as I saw you, e) They divided the money between John and her, f) There was nobody here but myself, g) Will you let him and me see the painting?

7 Combine the following statements into a complex sentence:

The old man turned round. He turned slowly. He displayed a face of great dignity. His face was rendered doubly venerable by his hoary beard. His beard descended to his breast.

8 Give the part of speech and the syntax of *each* of the italicized words in the following: a, b) Even the swallow will fight the cat, *relying too* confidently on its powers of flight, c) It is because the shrike is a rare *visitant*, d) It is amusing to

see the robins hustle *him* out of the tree, *e*) The jay retorts in a voice scarcely less *complimentary*.

9 Write *a*) an exclamatory sentence containing a participial phrase, *b*) a complex interrogative sentence, *c*) a compound declarative sentence containing an infinitive phrase.

10 Select from the following sentences a noun clause, an adjective clause and an adverbial clause, giving in each case the name of the clause: *a*) As I remained motionless, the weasel thrust out his wedge-shaped head, *b*) A troop of weasels tried to cross the barway where I sat, *c*) They ran along the top of the wall till they came to a floor timber that stopped their progress, *d*) I presume that these goats have no nonsense about them.

11 Write sentences illustrating *three* uses of the objective case and *two* uses of the nominative case, not including the subject nominative.

12 Explain the meaning of *five* of the italicized words in the following:

- a* Away to the northward
Blomidon rose.
- b* Loud and in regular *cadence*
 Into the sounding pails the foaming streamlets descended.
- c* Behind him,
 Nodding and mocking along the wall, with *gestures fantastic*,
 Darted his own huge shadow.
- d* *Shocks* of yellow hair, like the silken floss of the *maize*, hung
 Over his shoulders.
- e* The blacksmith
 Stood like a man who *fain* would speak, but findeth no language;
 All his thoughts were *congealed* into lines on his face.

13 Give an account of Evangeline's journey with Basil in their search for Gabriel.

14-15 Write an essay of at least 100 words on *one* of the following topics, paying special attention to spelling, capitalization, punctuation, grammatic construction, proper use of words and sentence structure [Essays on subjects other than those assigned will not be accepted]: *a*) An unwelcome proclamation [Give an account of the royal commission delivered by the commander of the guards, and describe its effect on the people in the church], *b*) A home with the Quakers [Describe the life of Evangeline in her home among the children of Penn].

NOTE—Pupils not familiar with *Evangeline* may write on *one* of the following: *a*) The Hudson river, *b*) A day in the country.

High School Department

174TH EXAMINATION

ELEMENTARY ENGLISH

Friday, June 20, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 14-15 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

- 1 Analyze by diagram or otherwise the following sentence:
The sole companion of the doe was her *only* child, a charming little *fawn*, whose brown coat was mottled with beautiful spots.
- 2 Parse, from the quotation in question 1, *was* (line 1), *only*, *fawn*, *whose*.
- 3 Write sentences illustrating the use of *few* as (a) an adjective, (b) an adjective pronoun (indefinite pronoun); *that* as (a) an adjective, (b) a relative pronoun; *well* as (a) an adjective, (b) an adverb.
- 4 Assume that you have received a formal invitation from Miss Collier to dine with her. Write your acceptance or regrets.
- 5 Write original sentences showing the difference between (a) a participial adjective and a participle, (b) a personal pronoun and an interrogative pronoun, (c) an adverb and an adverbial phrase.
- 6 Parse the italicized words in the following: (a) I have never seen them scold or molest *him*, (b) The shrike *is found* in this part of the country, (c) I have not proof *enough* to convict him, (d) The nest of a chickadee was broken up in a position where nothing but a *mouse* could have reached it.
- 7 Select from the following the incorrect sentences and re-write in correct form, giving the reason for each correction: (a) My book is different from yours, (b) Are either of these girls your friend? (c) He had lain down just before we arrived, (d) It was her who said that we might go, (e) Which of all the books do you think is the better? (f) Who do you think I met on the train? (g) The teacher, not her pupils, wants a vacation at this time.
- 8 Combine the following statements into a complex sentence:
He had just raised the cup to his lips. His eyes fell on a poor soldier. The soldier was dying. The soldier was looking longingly at the drink. The drink was cool.

High School Department

171ST EXAMINATION

ADVANCED ENGLISH

Tuesday, September 24, 1901—1.15 to 4.15 p. m., only

Answer three of the first five questions, 11-12, and three of the others but no more. If more than three of the others are answered only the first three answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Perhaps it might be owing to the pleasing serenity that reigned in my own mind, that I fancied I saw cheerfulness in every countenance throughout the journey.

Write out each clause in the above quotation, state the kind of clause and give the syntax of each subordinate clause (not of the words within the clause).

2 His reasoning was cogent, and I must confess the *preparation* I had seen for universal festivity and social enjoyment had made me feel a little *impatient* of my loneliness.

Parse, from the above quotation, *preparation*, *had seen*, *universal*, *feel*, *impatient*.

3 Write sentences containing infinitive phrases used in *three* of the following ways: *a*) as an independent element, *b*) as object of a preposition, *c*) as subject of a verb, *d*) as an adjective modifier, *e*) as an adverb modifier.

4 Give the syntax of the italicized words in the following sentences: *a*) At first its voice was very hoarse and broken, *being troubled* by a cobweb, *b*) Those few owe their longevity to *being immured* like yourself in old libraries, *c*) Excuse my *interrupting* you, but I perceive you are rather given to prose, *d*) The place seemed *fitted* for quiet study and profound meditation.

5 Give the syntax of the subordinate clauses in the following sentences: *a*) I shall endeavor, as far as I am able, to render it in modern parlance, *b, c*) Had you been left to the circulation of which you speak, you would long ere this have been no more, *d, e*) I should observe that these remarks were couched in such intolerably antiquated terms, that I have had infinite difficulty in rendering them into modern phraseology.

6 Select from the following the incorrect sentences and rewrite in correct form, giving the reason for each correction:
a) The Mississippi is larger than any river in North America,

b) The highlander, who Fitz-James noticed was acting suspiciously, uttered a cry and fled, c) He, who had known her since she was a little child, she now saw turn coldly away from her, d) Honesty with perseverance are the paths to success, e) Neither a tyrant nor an anarchist can depend on his followers, f) He knew the new-comer to be her, g) Coming up over the ridge, the whole valley can be seen.

7 Write sentences containing *three* of the following: a) *but* used as a preposition, b) *only* modifying a phrase, c) an adverbial clause of purpose, d) *where* introducing an adjective clause, e) *that* introducing a noun clause.

8 Write a letter to a college or professional school, asking for information in regard to entrance requirements.

9 Give an account of the demand made by Roderick for the hand of Ellen, and describe the immediate results.

10 Explain the meaning of *five* of the italicized words in the following:

a The *falcon*, from her *cairn* on high,
Cast on the *rout* a *wondering* eye.

b For the death-wound and *death-halloo*
Mustered his breath, his *whinyard* drew.

c And on the hunter *hied* his way.

11-12 Write an essay of at least 150 words on *one* of the following topics, paying special attention to spelling, punctuation, grammatic construction and proper use of words; also some attention to introduction, proper grouping of ideas into paragraphs and pleasant transition between sentences [Essays on subjects other than those assigned will not be accepted]:

a) National peculiarities, b) A hard-earned dollar.

High School Department

172D EXAMINATION

ADVANCED ENGLISH

Monday, January 27, 1902—1.15 to 4.15 p. m., only

Answer three of the first five questions, 11-12, and three of the others but no more. If more than three of the others are answered only the first three answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 I would have a rule passed that the dean should pay each of us a visit at least once a year; or if he is not equal to the task, let them once in a while turn loose the whole school of Westminster among us, that at any rate we may now and then have an airing.

Select, from the above quotation, the subordinate clauses and give the syntax of each clause selected (not of the words within the clause).

2 I had three fine rosy-cheeked boys for my fellow-passengers *inside*, full of the buxom health and manly spirit which I have observed in the children of this country. *They were returning home for the holidays.*

Parse, from the above quotation, *inside*, *full*, *were returning*, *home*. Give the syntax of the phrase *for the holidays*.

3 Write sentences containing *three* of the following: *a*) an adverbial clause of degree, *b*) a noun clause used as subject of a verb, *c*) an adverbial clause of cause, *d*) an adverbial clause of place modifying the object of a preposition, *e*) an adverbial clause of concession.

4 Parse the italicized words in the following: *a*, *b*) *These all* look up to him *as* to an oracle, *c*, *d*, *e*) *Perhaps* the impending holiday *might have given* a *more* than usual animation to the country.

5 Change the italicized phrases in the following to subordinate clauses, and give the syntax of each subordinate clause thus formed: *a*) He finds the language in which he has embarked his fame *gradually altering*, *b*) He is always a personage full of mighty care and business, but he is particularly so during this season, having so many commissions *to execute*, *c*) I was pleased *to see the fondness* with which the little fellows leaped about the steady old footman.

6 Select from the following the incorrect sentences and rewrite in correct form, giving the reason for each correction: *a*) The right and wrong way are open to everybody, *b*) I should

not have let him done it, *c*) No haste and no delay is to be tolerated in an affair like this, *d*) This is the result of nothing else besides your good nature, *e*) More persons than he were witnesses of the act, *f*) Let her be whom she may, I do not care, *g*) Two such forces destroy each other.

7 Combine the following statements into a complex sentence, changing the third and fourth statements to a clause of concession and the fifth statement to a clause of result (consequence):

The furniture was of the workmanship of former days. The workmanship was cumbrous. Some articles of modern convenience had been added. The oaken floor had been carpeted. The whole presented an odd mixture of parlor and hall.

8 Write a letter of congratulation to a friend who has recently been appointed to a position of importance.

9 Describe the experiences of Fitz-James while he was being guided to Coilantogle ford by Roderick Dhu.

10 Explain the meaning of *five* of the italicized words in the following:

a The antlered monarch of the *waste*
 Sprung from his *heathery* couch in haste.
 But ere his fleet *career* he took,
 The dew-drops from his flanks he shook;
 Like *crested* leader proud and high
 Tossed his *beamed frontlet* to the sky;
 A moment gazed adown the dale,
 A moment snuffed the *tainted* gale.

b With one brave bound the *copse* he cleared.

11-12 Write an essay of at least 150 words on *one* of the following topics, paying special attention to spelling, punctuation, grammatic construction and proper use of words; also some attention to introduction, proper grouping of ideas into paragraphs and pleasant transition between sentences [Essays on subjects other than those assigned will not be accepted]:

a) An outlawed earl [Let Ellen tell the story of the adventures of Douglas], *b*) The battle of Beal' an Duine [Give an account of the battle between Clan-Alpine and the Saxon forces as described by Allan Bane].

NOTE—Students not familiar with *Lady of the lake* may write on *one* of the following: *a*) A winter evening, *b*) What the school clock sees.

High School Department

173D EXAMINATION

ADVANCED ENGLISH

Monday, March 24, 1902—1.15 to 4.15 p. m., only

Answer questions 13-15 and seven of the others but no more, including at least three from the first five. If more than seven of the others are answered only the first seven answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Select from the following quotation *a*) an adjective clause, *b*) a noun clause, *c*) an adverbial clause; give the syntax of each clause selected (not of the words within the clause):

The little quarto *began* to heave his sides and *chuckle*, until *at length* he broke out in a plethoric fit of laughter that had well-nigh choked him, by reason of his excessive corpulency. "Mighty well!" cried he, as *soon* as he could recover his breath, "mighty well! and so you would persuade me that the literature of an age is *to be perpetuated* by a vagabond deer-stealer!"

2 Parse, from the quotation in question 1, *began*, *chuckle*, *soon*. Give the syntax of the phrases *at length*, *to be perpetuated*.

3 Write sentences containing phrases denoting *three* of the following: *a*) agency, *b*) limit of motion, *c*) place in which, *d*) instrument or means, *e*) accompaniment.

4 Give, from the following quotation, the part of speech and the syntax of *which* (line 2), *pony*, *according to*, *possessed*; give the syntax of the phrase *to which*:

The meeting *to which* they seemed to look forward with the greatest impatience was with Bantam, *which* I found to be a *pony*, and, *according to* their talk, *possessed* of more virtues than any steed since the days of Bucephalus.

5 Write sentences illustrating the following adjective relations: attributive, appositive, predicate.

6 Combine the following statements into a single sentence containing a participial phrase:

Toward noon she saw an elderly gentleman. He was large and portly. He was of remarkably dignified demeanor. He passed slowly along the opposite side of the street. The street was dusty.

7 Select from the following the incorrect sentences and re-write in correct form, giving the reason for each correction: *a*) Not only his neighbors condemned him, but his relatives condemned him also, *b*) I was sure that it was she, *c*) I knew it to be he as soon as I saw him, *d*) He would have corrected

the paper if you desired, *e*) The news of his arrival was a surprise to the family, *f*) I intended to go but he said that it would not be necessary, *g*) By observing of the directions that I have given you, you will easily find the way.

8 Write a letter to a business man in New York city, applying for a position. Give all necessary information regarding yourself.

9 Give the syntax of the italicized words in the following sentences: *a*) I rode a long distance on the day *preceding* Christmas, *b*) Instead of *reading*, however, I was beguiled by the solemn monastic air, *c, d*) Before long a man of erudition will be *little* better than a mere walking *catalogue*, *e*) They were promising *themselves* a world of enjoyment.

10 Change the subordinate clauses in the following sentences to infinitive or participial phrases and give the syntax of each phrase thus formed: *a*) My brother who was impressed with the beauty of the scenery decided to remain, *b*) The pilot went to the wheel that he might take the management of the ship, *c*) Arnold was afraid that he might be detected in his treason.

11 Describe the preparation and the consecration of the fiery cross.

12 Explain the meaning of *five* of the italicized words in the following:

a Alone, but with *unbated* zeal,
That horseman plied the *scourge* and *steel*.

b He told of his *benighted* road.

c He saw your steed, a *dappled* gray,
Lie dead beneath the *birchen* way;
Painted exact your form and *mien*.

d Yet the lark's shrill *fife* may come.

13-15 Write an essay of at least 150 words on *one* of the following topics, paying special attention to spelling, punctuation, grammatic construction and proper use of words; also some attention to introduction, proper grouping of ideas into paragraphs and pleasant transition between sentences [Essays on subjects other than those assigned will not be accepted]:

a) The adventures of a hunter [Give an account of the day of the chase up to the time of the meeting of Fitz-James and Ellen], *b*) The victor of the day [Let Douglas describe to Ellen his arrival at Stirling castle and the part he took in the sports].

NOTE—Students not familiar with *Lady of the lake* may write on *one* of the following: *a*) The first signs of spring, *b*) A profitable afternoon.

High School Department

174TH EXAMINATION

ADVANCED ENGLISH

Monday, June 16, 1902—1.15 to 4.15 p. m., only

Answer questions 13-15 and seven of the others but no more, including at least three from the first five. If more than seven of the others are answered only the first seven answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Select from the following quotation *three* subordinate clauses, and give the classification (subdivision if adverbial) and the syntax of each clause selected:

"My very good *sir*," said the little quarto, yawning most drearily in my face, "*excuse my* interrupting you, but I perceive you are rather given to prose. I would ask the *fate* of an author who was making some noise just as I left the world. His reputation, however, was considered *quite* temporary."

2 Parse, from the quotation in question 1, *sir*, *excuse*, *my* (line 2), *fate*, *quite*.

3 Write a sentence containing a nominative absolute (absolute phrase) and change the nominative absolute to a clause of cause; a sentence containing a participial phrase and change the participial phrase to a clause of time; a sentence containing an infinitive phrase and change the infinitive phrase to a noun clause.

4 In the following sentences classify the adjectives as appositive, attributive or predicate: (a) With the true poet everything is terse, (b) They have a dress, a manner, peculiar to themselves, (c) He conducted me through a portal rich with the sculpture of former ages, (d) The worthy little tome was silent, (e) The passing of the coach is an event fruitful of much speculation.

5 Select from the following italicized phrases, a phrase denoting place from which, a phrase denoting agency, a phrase denoting instrument or means: (a) I was beguiled *by the solemn monastic air*, (b) The smith, *with the horse's heel* in his lap, pauses as the vehicle whirls by, (c) To have the title of their works read *by some drowsy churchman*, (d) You are like the treasured remains of those saints and monarchs which lie enshrined *in the adjoining chapels*, (e) I was intended to circulate *from hand* to hand.

6 Write a letter to a dry goods firm, inclosing a sample of goods that you wish to match. Order the goods, giving all necessary details.

7 Select from the following the incorrect sentences and rewrite in correct form, giving the reason for each correction: (a) These tools were manufactured for us but were seldom or

ever used, (b) The remark he made was that truth was beyond all price, (c) The humble cottage and the lordly castle each contributes a picture to the scene, (d) The signing of the contract gave great satisfaction, (e) This is the man's house who visited us last summer, (f) We met Mr Rouse whom all agree is very pleasant, (g) He saw a man whom he knew to be the keeper of the gate.

8 Combine the following statements into a single sentence containing but *one* adjective clause:

The cocoanut is a woody fruit. It is oval in shape. It is from three or four to six or eight inches in length. It is covered with a fibrous husk. The husk contains a kernel. This kernel is white, firm and fleshy.

9 Parse the italicized words in the following sentences:
(a) You are talking of authors that lived *long* before my time,
(b) The brilliancy and intrinsic value of the gems continue *unaltered*,
(c) Books were written *to give* pleasure, (d, e) They take their stations there for the important purpose of *seeing* company *pass*.

10 A friend has written to ask you about a boarding-school which she thinks of attending next year. Write her an appropriate reply.

11 Explain how James Fitz-James happened to meet Ellen the first time and give in substance their conversation before they reached the island.

12 Explain the meaning of *five* of the italicized words in the following:

- a Faint, and more faint, its failing din
Returned from cavern, cliff, and *linn*.
- b Nor nearer might the dogs *attain*,
Nor farther might the *quarry* strain.
- c O'er *stock* and rock their race they take.
- d But still the *dingle's* hollow throat
Prolonged the *swelling* bugle-note.
- e But, wave-encircled, seemed to float,
Like castle girdled with its *moat*.
- f *Blithe* were it then to wander here!
But now—beshrew yon nimble deer!

13-15 Write an essay of at least 150 words on *one* of the following topics, paying special attention to spelling, punctuation, grammatic construction and proper use of words; also some attention to introduction, proper grouping of ideas into paragraphs and pleasant transition between sentences [Essays on subjects other than those assigned will not be accepted]:

(a) A faithful Minstrel [Let Ellen in after years relate the story of Allan Bane], (b) An eventful Evening [Give an account of the evening spent at the home of Roderick Dhu immediately before the gathering of the clans].

NOTE—Students not familiar with *Lady of the Lake* may write on *one* of the following: (a) Summer Sports, (b) A useful Book.

High School Department

172D EXAMINATION

ENGLISH—First Year

Monday, January 27, 1902—1.15 to 4.15 p. m., only

Answer eight questions but no more, including at least four questions from the first division. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. The whole paper will be criticized as an exercise in English composition. Papers entitled to 75 or more credits will be accepted.

First division 1 In *such* a mood I was loitering about the old gray cloisters of Westminster abbey, enjoying that luxury of wandering thought which one is *apt* to dignify *with the name* of reflection; when *suddenly* an interruption of madcap boys *from Westminster school*, playing at football, broke in upon the monastic stillness of the place, making the vaulted passages and moldering tombs echo with their merriment.

Select from the above quotation *a*) two subordinate clauses, *b*) one participial phrase. Give the syntax of the clauses and the phrase selected.

2 Parse, from the quotation in question 1, *such*, *apt*, *suddenly*. Give the syntax of the phrases *with the name*, *from Westminster school*.

3 Write sentences containing *three* of the following: *a*) *when* introducing a noun clause, *b*) *the* used as an adverb, *c*) *either* used as an adjective pronoun, *d*) a participial phrase used independently, *e*) a relative pronoun with the antecedent omitted.

4 Assume that you have been invited to meet a Miss Smith who is visiting one of your friends. Write a formal note of regret.

5 Give the syntax of *three* of the italicized infinitives in the following: *a*) He is said *to have written* nearly 200 volumes, *b*, *c*) *To reason* from analogy, we daily behold the varied and beautiful tribes of vegetables springing up, flourishing, adorning the fields for a short time, and *then fading* into dust, *to make* way for their successors, *d*) They have enabled every mind *to pour* itself into print, *e*) It was the verger, who came to inform me that it was time *to close* the library.

6 Select from the following the incorrect sentences and re-write in correct form, giving the reason for each correction: *a*) One after another withdrew their opposition, *b*) The sole end and aim of his life is to get money, *c*) Passengers must not smoke on the platform or in any part of the car, *d*) I

thought he would perish several times, *e*) He told me that he would try to get the book, *f*) If fresh milk does not agree with the baby, boil it, *g*) Every one that has a purpose must succeed in the end.

Second division 7 Give, from the *Lady of the lake*, Brian's prophecy and describe the incident that, in your opinion, fulfils this prophecy.

8 Explain the meaning of *five* of the italicized words in the following:

a This is the sword of *Damascus* I fought with in *Flanders*.

b Truly the maxim is good, and I do not mean to *gainsay* it.

c As in a foundering ship, with every roll of the vessel,
Washes the *bitter* sea.

d Gayly, with joyous laugh, Priscilla mounted her *palfrey*.

"Nothing is wanting now," he said with a smile, "but the *distaff*."

e Down through the golden leaves the sun was *pouring* his splendors.

f Like a picture it seemed of the *primitive*, pastoral ages.

9 Describe, from *Snow-bound*, the experiences related by *a*) the father, *b*) the mother.

10 Describe the celebration of Christmas eve at Bracebridge Hall.

11 Give, from "Stratford-on-Avon," an account of the ramble through the park and mansion of the Lucy family.

12 Give, from *Ivanhoe*, a description of the scene in which Isaac delivers Prior Aymer's letter to the Grand Master.

High School Department

174TH EXAMINATION

ENGLISH—First Year

Monday, June 16, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more, including at least five questions from the first division. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. The whole paper will be criticized as an exercise in English composition. Papers entitled to 75 or more credits will be accepted.

First division 1 Select from the following quotation *three* subordinate clauses, and give the classification (subdivision if adverbial) and the syntax of each clause selected:

I looked after them with a feeling *in which* I do not know *whether* pleasure or melancholy predominated; for I *was reminded* of those days, *when*, like them, I *had known* neither care nor sorrow, and a holiday was the summit of earthly felicity.

2 Parse, from the quotation in question 1, *whether*, *was reminded*, *when*, *had known*. Give the syntax of the phrase *in which*.

3 Distinguish in meaning between the italicized auxiliaries in *each* of the following pairs of sentences: (a) I acknowledge that I *may* be wrong, You *may* go tomorrow if you have your lessons; (b) If he *should* feel better he would go, You *should* go at all events; (c) I *shall* send you the box Thursday, I *will* get the package when you need it; (d) I *might* wait till next week to read the book, I *could* wait till next week to read the book.

4 Give the classification (subdivision if adverbial) and the syntax of *each* of the subordinate clauses in the following sentences: (a) It is owing to that very man that the literature of his period has experienced a duration beyond the ordinary term of English literature, (b) I shall endeavor, as far as I am able, to render it in modern parlance, (c) He declined two bishoprics, that he might shut himself up and write for posterity.

5 Write a letter to a friend inviting him (her) to spend his (her) summer vacation with you at your home in the country and describing various attractions.

6 Give the part of speech and the syntax of *each* of the italicized words in the following: (a) I sought to take refuge from their noise by *penetrating* still deeper into the solitudes of the pile, (b) I had seated *myself* at the table, (c) I soon

found it an exceedingly fluent, conversable little *tome*, (*d*) I caught a glimpse of a countenance *which* I thought I knew, (*e*) A few *centuries* since, five or six hundred manuscripts constituted a great library.

7. Select from the following the incorrect sentences and re-write in correct form, giving the reason for each correction: (*a*) They again reproduced the picture a second time in order that all might see it, (*b*) She is fully as bright if not more so than her sister, (*c*) The river being impassable, we did not attempt to cross, (*d*) While visiting in the country with my cousin, she discovered a beautiful cave, (*e*) Every boy and every girl in the school is interested in the approaching vacation, (*f*) Neither he nor his brothers were there when we arrived, (*g*) It had been the custom in the village either to give the children Bible names or the names of prominent citizens.

8 Write sentences containing phrases denoting *three* of the following: (*a*) instrument or means, (*b*) limit of motion, (*c*) agency, (*d*) accompaniment, (*e*) place from which.

Second division 9 Sketch the scene to which Rip Van Winkle is led by the old man of the glen.

10 Relate Irving's dream while in the British Museum library, as given in the "Art of Book-making."

11 Write, from "Stratford-on-Avon," a description of the burial place of Shakspeare.

12 Mention, from *Ivanhoe*, a prominent trait in Rebecca's character and describe an incident illustrating this trait.

13 State by whom and under what circumstances the following was uttered:

Alas! than mine a mightier hand
Has tuned my harp, my strings has spanned!
I touch the chords of joy, but low
And mournful answer notes of woe.

14 Sketch the scene in which John Alden gives Priscilla's answer to Miles Standish.

15 Give, from *Snow-bound*, a description of (*a*) the uncle, (*b*) the aunt.

High School Department

• 172D EXAMINATION

ENGLISH—Second Year

Tuesday, January 28, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more, including at least three from the first division. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. The whole paper will be criticized as an exercise in English composition. Papers entitled to 75 or more credits will be accepted.

First division 1 Write a paragraph of about 75 words on *one* of the following topics: a) The effect of the vision on Sir Launfal's conduct, b) How David Swan's life was saved by means of a dog.

2 In the following paragraph point out a) the topic sentence, b) the relation of the second sentence to the first sentence, c) the words in the third sentence on which the fourth sentence depends, d) a transition by means of a phrase, e) an antithesis:

Practically, then, at present, "advancement in life" means, becoming conspicuous in life; obtaining a position which shall be acknowledged by others to be respectable or honorable. We do not understand by this advancement, in general, the mere making of money, but the being known to have made it; not the accomplishment of any great aim, but the being seen to have accomplished it. In a word, we mean the gratification of our thirst for applause. That thirst, if the last infirmity of noble minds, is also the first infirmity of weak ones; and on the whole, the strongest impulsive influence for average humanity: the greatest efforts of the race have always been traceable to the love of praise, as its greatest catastrophes to the love of pleasure.

3 Mention the figure of speech in *each* of the following and rewrite each sentence, expressing the thought without using figurative language: a) Fortune was bending over him, just ready to let fall a burden of gold, b) Healthy and quiet age does not sleep thus, c) The little spring laughed and leaped in the shade, d) For Antony is but a limb of Caesar, e) Then, as lightly as a sunbeam on a cloud, she placed her foot on the cowering form.

4 Define *each* of the following: continuity (sequence) in paragraph structure, loose sentence, climax, tautology, blank verse.

5 Correct the following sentences: a) It is impossible to state how seriously he may be affected nor his chances of recovery, b) We met an old man about noon who was watch-

ing a little boy who was trying to catch some fish, *c*) My friend was ill and so we could not go but my sister went and as it was moonlight the sail was very delightful, *d*) The new train is much faster than the old ones which are slower but the fare is higher, *e*) The defenders of Bunker hill had no protection but stone fences joined to their own insuperable courage.

Second division 6 Show how perseverance, mystery and sorrow are interwoven in the life of old Esther Dudley.

7 Give an account of Sir Roger's experiences with the gipsies.

8 Show how the death of the albatross affected the voyage of the ancient mariner.

9 Explain the meaning of the italicized words in the following selection from the *Cotter's Saturday night*:

Belyve, the elder bairns come drappin' in,
At service out, amang the farmers roun':
Some *ca'* the pleugh, some herd, some *tentie rin*
A *cannie* errand to a neebor town.

10 Write the description of winter as given in Lowell's *Vision of Sir Launfal*.

11 Give an account of Mrs Winthrop's first visit to Silas Marner.

12 Describe the meeting between Antony and the conspirators immediately after the death of Caesar.

High School Department

174TH EXAMINATION

ENGLISH—Second Year

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more, including at least three from the first division. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. The whole paper will be criticized as an exercise in English composition. Papers entitled to 75 or more credits will be accepted.

First division 1 Write a paragraph of at least 75 words, describing Lady Eleanore Rochcliffe.

2 Show in detail the points of contrast in the following paragraph:

Now their separate characters are briefly these. The man's power is active, progressive, defensive. He is eminently the doer, the creator, the discoverer, the defender. His intellect is for speculation and invention; his energy for adventure, for war, and for conquest wherever war is just, wherever conquest necessary. But the woman's power is for rule, not for battle,—and her intellect is not for invention or creation, but for sweet ordering, arrangement, and decision. She sees the qualities of things, their claims, and their places. Her great function is praise: she enters into no contest, but infallibly adjudges the crown of contest.

3 Mention the rhetorical quality violated in *each* of the following sentences and correct each sentence: (a) He pointed to the men who stood near the stone wall which shut in the garden and private grounds, (b) The condition of the river has brought on the annual flood which comes every year, (c) Sergeant Russell visited the people and supplied those who needed aid with coal and provisions, (d) The day was pleasant and I wore my new hat, (e) She promised her mother while she was away that she would do as she had asked.

4 Mention the figures of speech in the following and show the points of comparison:

a And why should Caesar be a tyrant then?
Poor man! I know he would not be a wolf,
But that he sees the Romans are but sheep.

b His words were shed softer than leaves from the pine,
And they fell on Sir Launfal as snows on the brine.

5 Write an introductory paragraph for an essay on Famous Men of Today.

6 Mark the scansion of the following lines, stating the prevailing foot and meter; select an example of masculine rime, feminine rime, run-on lines:

- a* Now the heart is so full that a drop overfills it,
We are happy now because God wills it.
- b* Let us find our sweetest comfort
In the blessings of today;
With a patient hand removing
All the briars from our way.
-

Second division 7 Describe, from the "Minister's black Veil," Elizabeth's attempt to persuade the minister to lay aside the veil.

8 Write a description of the Old Province house as given in "Howe's Masquerade."

9 Give an account of Sir Roger's trip to Spring Garden (Vauxhall).

10 Give a sketch of what Ruskin says in regard to Shakspeare's testimony to the position and character of women.

11 Describe in detail, from the *Ancient Mariner*, the picture of the calm that followed the killing of the albatross.

12 Explain the meaning of the italicized words in the following selection from the *Cotter's Saturday Night*:

But now the supper crowns their simple board,
The halesome *parritch*, chief o' Scotia's food:
The *sowpe* their only *hawkie* does afford,
That 'yont the *hallan* snugly chows her cood.

13 Explain the connection of Dunstan Cass with the plot of *Silas Marner*.

14 Give an account of the circumstances under which the following was uttered:

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows, and in miseries.
On such a full sea are we now afloat;
And we must take the current when it serves,
Or lose our ventures.

15 Give, from the *First Bunker Hill Oration*, a sketch of the part addressed to the veterans of the Revolution.

High School Department

172D EXAMINATION

ENGLISH—Third Year

Wednesday, January 29, 1902—1.15 to 4.15 p. m., only

Answer eight questions but no more, including at least two from the first division. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. The whole paper will be criticized as an exercise in English composition. Papers entitled to 75 or more credits will be accepted.

First division 1 State what is meant by each of the following: impressional description, circumstantial description, element of suspense in narration, climax in narration.

2 Write a description of a gateway as seen from a point of view near by.

3 Narrate an incident connected with the gateway mentioned in question 2, using the following items: a lost child, an elderly gentleman, a crowd of people.

4 Write an appreciative letter to the author of a magazine article or of a short story which has specially pleased you. Address the author in care of the publishers.

Second division 5 Describe the different views taken by *L'allegro* and *Il penseroso* in regard to one of the following: morning, evening, music.

6 Give, from the *Conduct of the understanding*, Locke's account of the effect of practice and habits on a) the body, b) the mind.

7 Give somewhat in detail, from the *Essay on Milton*, Macaulay's comparison of *Comus* and *Samson Agonistes*.

8 "Let it not be objected that he did little. He did much, if we consider where and how."

Give, from the *Essay on Burns*, Carlyle's justification of the above statement in relation to Burns.

9 Show how Emerson applies the law of compensation to each of the following: a) labor, b) crime, c) weakness and defect.

10 Describe the recognition of Sohrab by Rustum.

11 Discuss Shylock's treatment of Antonio, giving Shylock's defense of his conduct.

12 Describe the circumstances under which Harry Warrington became acquainted with the Lambert family and show how this incident furthers the development of the story.

High School Department

174TH EXAMINATION

ENGLISH—Third Year

Wednesday, June 18, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more, including at least two from the first division. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. The whole paper will be criticized as an exercise in English composition. Papers entitled to 75 or more credits will be accepted.

First division 1 State what is meant by a paragraph of impressional description. Give, with explanation, two directions peculiarly applicable in writing such a paragraph.

2 Classify, as impressional or circumstantial, the description illustrated in the following paragraph, and justify your classification by detailed references to the paragraph:

The last beams of day were now faintly streaming through the painted windows in the high vaults above me; the lower parts of the abbey were already wrapped in the obscurity of twilight. The chapels and aisles grew darker and darker. The effigies of the kings faded into shadows and the marble figures of the monuments assumed strange shapes in the uncertain light.

3 Narrate an incident based on the following details: a class recitation, the appearance of smoke and discovery of fire, presence of mind of the teacher.

4 Summarize in a single paragraph the first act of Shakspeare's drama, the *Merchant of Venice*.

Second division 5 Show how the plan and purpose of *L'allegro* differ from the plan and purpose of *Il penseroso*.

6 State the theme of *Comus* and show how the theme is brought out in the development of the poem.

7 Describe the method of reading recommended by Locke in the *Conduct of the Understanding* and show its advantages.

8 Write explanatory notes on the italicized words in the following from the *Essay on Criticism*:

a The mighty *Stagirite* first left the shore.

b Thee bold *Longinus*! all the Nine inspire.

c A *Raphael* painted, and a *Vida* sung.

d And *Boileau* still in right of *Horace* sways.

9 Give, from the *Essay on Milton*, Macaulay's estimate of the Royalists.

10 Sketch Carlyle's comparison of Burns and Byron as given in the *Essay on Burns*.

11 Expand *one* of the following quotations from *Compensation* into a paragraph that will fully express Emerson's thought: (a) You can not do wrong without suffering wrong, (b) The borrower runs in his own debt, (c) The good are befriended even by weakness and defect.

12 Select, from *Sohrab and Rustum*, *three* vivid word pictures and describe *one* of them.

13 Sketch, from the *Merchant of Venice*, the behavior of *each* of the following in the trial scene: Bassanio, Antonio, Shylock.

14 Describe, from *As you like it*, the feeling existing between Oliver and Orlando, and show how their reconciliation was brought about.

15 Give a sketch of the early life at Castlewood of Madam Esmond and her sons.

High School Department

170TH EXAMINATION

ENGLISH COMPOSITION

August 1901—Three hours, only

Answer questions 11-15 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Expand the following topic sentence into a paragraph of at least 75 words: Perseverance wins in the end.

2 Write a letter to a friend, describing life at Chautauqua.

3 Combine the following into a single well expressed sentence: The traveler was a man of middle age. He was wrapped in a gray coat. He quickened his pace. He had reached the outskirts of the town. A gloomy extent of four miles lay between him and his home.

4 Write the following sentences in correct form: *a)* Having had the misfortune to injure his thumb through his incapacity they lost the game, *b)* He has the refusal of the lot which fronts Spencer street for a week, *c)* Rowing across the lake a squall struck him, *d)* We sat down by the monument which had been erected in honor of George Washington who has done so much for his country, *e)* The meadow was completely surrounded on all sides by a stream that ran all around it.

5 Give an example of *a)* loose sentence, *b)* periodic sentence, *c)* balanced sentence.

6 Contract the following into simple sentences, stating in detail the changes made: *a)* They refused to go with us because they were very tired, *b)* He is a man who says very little, *c)* Since the weather was so cold we decided not to go, *d)* She left on the early train in order that she might avoid the crowd, *e)* Money which has been foolishly spent is generally much needed afterward.

7 Write a letter to a friend who is residing in Europe and who is specially interested in educational work in America.

8 Show how unity is violated in the following sentence and rewrite the sentence so that unity will be preserved: It happened that I was ill on that day and could not go, but one of my friends went and the trip was very delightful; at least that is what she told me.

9 Prepare an outline for an essay on *one* of the following topics, making sufficient subdivisions to show what matter you intend to include in the essay: *a*) Public charities, *b*) Travel in the 20th century.

10 Expand the first head of your outline (question 9) into an introductory paragraph of about 75 words.

11-15 Write an essay of at least 250 words on *one* of the following topics, paying particular attention to introduction and conclusion, sequence of thought, paragraph structure and sentence transition [Essays on subjects other than those assigned will not be accepted]: *a*) Lost opportunities, *b*) The educational value of expositions.

High School Department

171ST EXAMINATION

ENGLISH COMPOSITION

Tuesday, September 24, 1901 — 1.15 to 4.15 p. m., only

Answer questions 11-15 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Write a paragraph of at least 75 words on *one* of the following topics: *a*) The last combat between Ivanhoe and Brian de Bois-Guilbert, *b*) Bravery in every day life.

2 Write a letter to a friend whom you have recently visited, thanking her for courtesy shown to you.

3 Write the following sentences in correct form: *a*) Much praise is due to the untiring efforts exerted by Mrs White, and which contributed largely to the success of the undertaking, *b*) Soon after the patient begins to use this medicine a demand is created for food that has not existed before, *c*) Having always felt a deep interest in scientific studies, the question was immediately investigated by him, *d*) We will send the brush on trial on receipt of 50 cents, which will be returned if not as represented, *e*) With his natural bent of character and the fact of his broad education leads me to think that he must have done it.

4 Combine the following into a single well expressed sentence: We surprised a grizzly bear. He was sauntering along the river. He raised himself on his hind legs. He took a deliberate survey of us. This did not appear very satisfactory to him. He scrambled into the river and swam to the opposite shore.

5 Explain, by showing the force of the italicized connectives, how transition in the following paragraph is secured:

We have seen that great men are great workers — that some great men flower early, *and* that others flower late. Some, *however*, never flower at all. They do not reach maturity, *but* succumb in their struggle for greatness, and die in the midst of their efforts.

6 Show how unity is violated in the following sentence and rewrite the sentence so that unity will be preserved:

We read all the books we could find (that is, if they were at all interesting) and newspapers that were months old, that had been left by the former occupants of the cottage, who were people that evidently read a great deal.

7 Assume that Walter Saunders has applied to you for a position as shipping clerk. Write a letter appointing a time for an interview.

8 Give, from the first chapter of *Ivanhoe*, a description of Gurth and Wamba.

9 Mention *three* traits of Prince John's character, illustrating each by reference to *Ivanhoe*.

10 Give, from *Ivanhoe*, an account of the manner in which the queen of love and of beauty was selected and crowned at the tournament.

11-15 Write an essay of at least 250 words on *one* of the following topics, paying particular attention to introduction and conclusion, sequence of thought, paragraph structure and sentence transition [Essays on subjects other than those assigned will not be accepted]:

a) The opportunities of an educated man, b) Experiences of a book agent.

ENGLISH COMPOSITION

Monday, January 27, 1902 — 1.15 to 4.15 p. m., only

Answer questions 11-15 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Write a paragraph of at least 75 words on *one* of the following topics: a) Rebecca's gift of 100 zechins to Gurth, b) A successful life.

2 Write a note to accompany a Christmas gift to a friend.

3 Write sentences illustrating the distinction in use between a) *in* and *into*, b) *emigrant* and *immigrant*, c) *principal* and *principle*, d) *less* and *fewer*, e) *may* and *can*.

4 Write the following sentences in correct form: a) He has already and will for some time in the future, study Latin, b) All bills are requested to be paid quarterly, c) Several novels and two or three popular magazines were on the table, and a large lamp and inkstand, d) Noticing the advertisement in the paper, and as I thought I could fill the position I applied for it, e) Fresh air is the best medicine, which, if more widely known, men would be the better for it.

5 Express the following in simple English: a) She was in a state of such extreme felicity that she could not refrain from expressing her sentiments, b) There was almost a precise counterpart of himself in one of his juvenile associates, c) The enterprise which has this magnificent culmination was initiated on a diminutive scale, d) The thief will be apprehended as he has but an inconsiderable advantage of the officer who is in pursuit, e) At the expiration of four years, having acquired an extended acquaintance with maritime affairs, he requested that he be promoted to a more exalted station.

6 Write a) a loose sentence containing at least 20 words, b) a periodic sentence containing at least 20 words. Change the loose sentence to the periodic form and the periodic sentence to the loose form.

7 Write a note to a merchant in a distant city, asking for samples of several kinds of goods. Give details in regard to prices.

8 Mention *two* characteristics of a good introductory paragraph; *one* characteristic of a good concluding paragraph. Show by original sentences *two* means by which transition in sentence structure may be secured.

9 Give, from *Ivanhoe*, an account of the rescue of Isaac by the Palmer and show how this incident advances the plot of the story.

10 Describe the arrest of the Grand Master and the departure of the templars from the preceptory of Templestowe.

11-15 Write an essay of at least 250 words on *one* of the following topics, paying particular attention to introduction and conclusion, sequence of thought, paragraph structure and sentence transition [Essays on subjects other than those assigned will not be accepted]:

a) A competition in archery [Give an account of the contest of the yeomen at the conclusion of the sports at Ashby], b) Honor among outlaws [Let the Black Knight describe the scene around the trysting-tree up to the time of his departure].

NOTE—Students not familiar with *Ivanhoe* may write on *one* of the following: a) A Christmas tree, b) A wonderful dollar.

High School Department

173D EXAMINATION

ENGLISH COMPOSITION

Monday, March 24, 1902—1.15 to 4.15 p. m., only

Answer questions 11-15 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define paragraph. Illustrate by writing a paragraph of at least 75 words on the following topic: The courage of Ivanhoe.

2 Express the idea of the following sentence in *five* other ways: He bore, like his companion, a scrip, attached to his belt, but had neither horn nor knife, being probably considered as belonging to a class whom it is esteemed dangerous to intrust with edge-tools.

3 Write a letter to a friend, thanking him for a book that he has recently sent you. State why the book was particularly acceptable.

4 Combine the following into a single well expressed sentence:

It was midnight. The boy looked upward. He saw the moon. The moon was round, bright and silvery. He thought he would like nothing better than to soar up there. He thought he would like to spend his life there.

5 Write the following sentences in correct form: *a)* I remember seeing him when he was very young and that even then he was an exceptionally bright child, *b)* His face was pale and drawn, and, leaning on his cane, it was plainly evident that he was suffering, *c)* The gentleman fell and broke his arm, and he was a very stout man, *d)* In reply to your letter of the 24th in regard to Mr Thorn, he has been with us for several years and is a very reliable man, *e)* Wanted.—A nearly new woman's bicycle. Address P. O. Box 67, Buffalo, N. Y.

6 Divide the following sentence into *three* sentences, giving a reason for each change made:

I was once an enlisted soldier, under the three months' call, and for three days was in camp at Hartford, sleeping in tents, rising at the tap of the drum, going through the routine of drill, and thrice daily marching to the Clinton house for rations, when the word came from Washington that no more three months' men were wanted in front, but three years', or for the war, it having at last penetrated the brains of the men in authority that the contest was no boy's play of two or three months, but man's work for an indefinite period.

7 Define unity in sentence structure and mention *three* ways in which it may be violated.

8 Write a letter to a dealer in dry goods with whom you are acquainted, introducing and recommending a friend who is desirous of securing a position in his store.

9 Narrate the circumstances under which *two* of the following are introduced into *Ivanhoe*: Brian de Bois-Guilbert, the Black Knight, Lady Rowena, the friar.

10 Describe the relations between the Saxons and the Normans during the reign of Richard 1, illustrating by an incident from *Ivanhoe*.

11-15 Write an essay of at least 250 words on *one* of the following topics, paying particular attention to introduction and conclusion, sequence of thought, paragraph structure and sentence transition [Essays on subjects other than those assigned will not be accepted]:

a) A trusty messenger [Give an account of Gurth's visit to Isaac of York the evening after the victory of the Disinherited Knight], b) A pledge of good-will [Let Wamba tell how he and the Black Knight were rescued by the winding of three mots on Locksley's bugle].

NOTE—Students not familiar with *Ivanhoe* may write on *one* of the following: a) A brave deed, b) The little flower's wish.

High School Department

174TH EXAMINATION

ENGLISH COMPOSITION

Monday, June 16, 1902 — 1.15 to 4.15 p. m., only

Answer questions 11-15 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Write a paragraph of at least 75 words on *one* of the following topics: (a) The first Appearance of the Black Knight, (b) The Necessity of Exercise.

2 Rearrange the following, making *two* distinct paragraphs and combining the sentences where necessary:

At the foot of the Catskill mountains is a little village of great antiquity. In this village there lived a simple good-natured man. His name was Rip Van Winkle. The village was founded by some of the Dutch colonists. It was founded in the early days of the province. Rip Van Winkle was a kind neighbor. He was an obedient, henpecked husband. The village was founded about the time of the beginning of the government of Peter Stuyvesant. Rip Van Winkle possessed, moreover, a certain meekness of spirit which gained him universal popularity.

3 Write a letter to a friend, asking him (her) to lend you a book. State in detail why you wish this particular book.

4 Write the following in correct form: (a) He can not be persuaded to go or into buying what he does not want, (b) The carriage did not come and it rained and so we did not go, (c) They did not object to her marrying him but preferred her to have waited a few years, (d) I have selected both the blue and brown dress, (e) Lost—A gold ring, containing a ruby set with diamonds between Main and Pearl streets.

5 Rewrite the following sentences, substituting correct connectives for the italicized words; give a reason for each change made:

A short time afterward I was invited by my aunt to pay her a visit *and* I was ill and could not go *and* I told her that I should be glad to go as soon as I was better. She answered immediately telling me to come whenever I could *and* she would always be glad to see me.

6 Show by original sentences the difference between (a) contraction of sentences and expansion of sentences, (b) a loose sentence and a periodic sentence.

7 Correct the errors in the use of words in the following sentences without giving reasons: (a) As he was a thorough gentleman, he treated us very respectfully, (b) You must have thought it funny that I did not come, (c) I shall be very glad to except your kind invitation for next Tuesday, (d) The people in this part of the city are noted for their observation of the Sabbath, (e) Lots of people go to Florida in the winter.

8 Assume that you live in New York and that your brother has applied for a position as department manager with Green & Co. New York, dealers in dry goods. While he is away in Boston you learn that the position is vacant and that it will be kept open for him two days. Telegraph your brother to come, stating important facts in not more than 10 words.

9 Mention *three* traits of Athelstane's character, illustrating each by reference to *Ivanhoe*.

10 Describe Cedric's plan for restoring the Saxon independence and explain why he was compelled to abandon it.

11-15 Write an essay of at least 250 words on *one* of the following topics, paying particular attention to introduction and conclusion, sequence of thought, paragraph structure and sentence transition [Essays on subjects other than those assigned will not be accepted]:

(a) The Storming of a medieval Castle [Give Rebecca's description of the storming of Front-de-Boeuf's castle up to the time of the fall of the postern-gate], (b) A Slave's Devotion [Let Cedric tell how Wamba rescued him from Front-de-Boeuf's castle].

NOTE—Students not familiar with *Ivanhoe* may write on *one* of the following: (a) The Pleasures of Nature, (b) The Adventures of a lost Letter.

ADVANCED ENGLISH COMPOSITION

Wednesday, January 29, 1902—1.15 to 4.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Explain in detail what is meant by the plot of a narrative. Mention, with explanation, *two* ways in which a narrative may be introduced.

2 Assume that you have lost an umbrella. Describe the umbrella minutely.

3-4 Write a narrative connected with the loss of the umbrella mentioned in question 2, using the following details: discovery that the umbrella was taken by a friend through carelessness, return of the umbrella with a new handle, an explanation and an apology.

5 Write a character sketch of one of your friends, bringing out commendable characteristics.

6 A very quiet night. When the moon shines very brilliantly, a solitude and stillness seem to proceed from her, that influence even crowded places full of life. Not only is it a still night on dusty high roads and on hill-summits, whence a wide expanse of country may be seen in repose, quieter and quieter as it spreads away into a fringe of trees against the sky, with the gray ghost of a bloom upon them; not only is it a still night in gardens and in woods, but even on this stranger's wilderness of London there is some rest.

Classify the description illustrated in the above paragraph as impressional or circumstantial. Justify your classification by a discussion of the paragraph.

7-8 Two friends, after a separation of several years, meet unexpectedly in a strange city and talk over the experiences of each since their last meeting. Report the conversation.

9-10 Write an abstract of the following article, containing not more than *four* well constructed paragraphs:

One can not enter the gates of the Pan-American exposition at Buffalo without mentally reverting to the city of White Palaces of 1893, only eight years ago, with its throngs of amazed and delighted people. Even while the mind is filled with delight and astonishment, there comes a subconscious picture of the neglected "Pinta" which sailed so boldly across the Atlantic, and now lies abandoned in a marsh among the charred ends of many piles—the only remaining vestiges of that famous White city. What a shame if these marvellous creations at Buffalo are to meet a similar fate! "What a pity," the

visitor reflects, "that another two or three millions could not have been added to the funds at the disposal of the commission, in order that the walls might stand in substantial brick and mortar instead of wood and staff." They might have required that the exposition should have been located a few miles farther out on the prairie. Then at its close the aggregation of palaces might be converted into a model city; the Palace of Liberal Arts might become a great factory; the Temple of Music stand as the theater hall; the Stadium remain a great amphitheater. The buildings constructed by the states of North and South America would become private houses set in the most beautiful of parks. Another million or, at the most, two millions expended would have left every wall in the most durable of materials. What a pity then, what a waste that this small additional sum should not have left the work of great artists in lasting form!

For this is the lesson of the fair — that it illustrates what men working in harmonious effort may accomplish for the delight of all. Who believes that the people of the second half of our new century will be content to live in those abominations of desolation which we call our great cities — brick and mortar piled higgledy-piggledy, glaringly vulgar, stupidly offensive, insolently trespassing on the right to sunshine and fresh air, conglomerate result of a competition which takes no regard for the rights of one's neighbor?

As one wanders in these streets of varied forms, the mind is entranced by the eternally changing color always in marvelous harmony. Down the great central court to the left, by the fountains on the Esplanade, in the maze of the Horticultural and Graphic Arts buildings, then under the graceful pergolas to the magnificent erections on the Bridge of Triumph, the colors change and change until the whole prismatic spectrum seems to have been exhausted twenty times over — yet there is never a repetition, only restful harmony.

How was this present marvel constructed? Very simply. The men of high intelligence whose liberality is responsible for this exhibit came together and said: "Let us seek out the great artists in architecture, in sculpture, in landscape, and bring them here to Buffalo. Then we will ask them to work out in unison a scheme, every part of which shall be in perfect harmony with every other part; shape, environment, distance, color, shall all unite in one great harmony."

This, then, may be taken as the great central idea of the Pan-American exposition. It is a prophecy of what the city of the future must be — a beautiful location arranged, first, with reference to its landscape; second, with reference to its form and perfection, and, next, with reference to satisfying the eye in its blending colors.

When commerce ceases to be war, when the world ceases to educate its best brains for the destruction which is the result of competition, when human talent shall be converted to its highest sphere of usefulness, then we shall have the sites of cities selected by commissions having the highest good of the proposed community at heart.

11 Write a Christmas greeting of at least 75 words to an absent friend.

12 Write an answer to an advertisement for a clerk, stating qualifications and experience and giving references.

High School Department

174TH EXAMINATION

ADVANCED ENGLISH COMPOSITION

Wednesday, June 18, 1902 — 1.15 to 4.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 State the difference between description and narration. Mention, with explanation, *two* ways in which narration is aided by description.

2 Write a description of a man in such a way as to convey the impression of strength of character.

3-4 Write a narrative in which the man mentioned in question 2 takes a prominent part, using the following details: a child on a railway track, an approaching locomotive, a rescue.

5-6 Two friends who meet at dinner discuss the value of a college education. Report the conversation exactly as given, in choice English.

7 Indicate a plan for a simple narrative by outlining a situation presenting a difficulty, an incident and the result of the incident. [Do not use any of the details given in questions 3-4.]

8 In a single paragraph summarize the contents of some book that you have read in connection with your school work.

9-10 Write an abstract of the following article, containing not more than *four* well constructed paragraphs:

Sixty young Cuban women, some of them representing the oldest and most influential families of Cuba, under contract with the Cuban government to teach in the public schools of Cuba, are receiving their professional training in the State normal school at New Paltz. The school authorities of the state of New York entered into contract with the Cuban government to receive these students, to assume the responsibility for their professional training, and to provide rooms, board, and ordinary washing for the sum of six dollars a week for each student. The use of the school equipment is given free by the state. In addition to traveling expenses to and from this country, each student is paid by the Cuban government twenty dollars a month to meet personal expenses.

These students have had some educational advantages in the schools of Cuba, and they gained the privilege of professional training by passing special examinations conducted by the school authorities there. Many of them bear the names of men identified with the Cuban struggle for freedom — men who have given their all in defense of that cause. Others are

the daughters of wealthy families impoverished by the war, who, like the daughters of our southern families at the close of the Civil War, find themselves confronted with the problem of self-support. These students are utilizing their training, acquired for a life of social ease and luxury, to meet the new problems.

The first students arrived in September of last year, the last group the last of October, yet some have already acquired a working school vocabulary that enables them to do subject work in classes. The mornings are given to language work, the old district school-house of New Paltz being devoted to the use of the Cuban students. Those who have not a working vocabulary do subject work in their own language, under normal school methods, in the afternoon.

It is difficult to realize, when in the language classes, that but five of these students spoke English when they entered the normal school. There are two grades in English. As rapidly as the vocabulary necessary to class work in any subject is acquired, the students begin grade work with the regular students, the freer intercourse being welcomed as an opportunity making necessary the use of English wholly. So intense is their interest, so earnest are these students, that they have astonished their teachers by their advance.

These students have also made marked progress in physical culture, their basket-ball team having reached a stage where it enters contests with a fair chance of winning. They have developed physically since entering the school, and show in every way that their lives and the work they do are perfectly balanced.

The social side is developed in harmony with the ideal of their own country. Every teacher in the school stands in the relation of special friend to the strangers, whose devotion and earnestness appeal so strongly to all. Receptions at which there is dancing are attended by all the faculty and the students, and form another means of development as well as of enjoyment. These students have contributed often to the pleasure of social events of the school by the quickness with which they improvise an evening's entertainment.

The wisdom of keeping the Cuban students in a community life is evident. The spirit of helpfulness engendered prevents anything that has the appearance of striving or competition. The observing, sympathetic visitor realizes the intellectual community feeling, as well as the social. They have a common purpose—to return as teachers to their own country; and to accomplish this they must work together. Their interest in their work is inspirational. Teachers are stimulated to more than professional pride by their rapid advance. Their presence in the school and in the town imposes responsibilities on the teachers from which they are never free.

11-12 Write an essay on *My Studies*, stating likes and dislikes, and giving reasons for considering one of these studies profitable or unprofitable.

High School Department

171ST EXAMINATION

RHETORIC

Tuesday, September 24, 1901—9.15 a. m. to 12.15 p. m., only

Answer questions 10-12 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Develop the following into a descriptive paragraph containing at least 75 words: It was a beautiful June day. The sky was cloudless. The air was soft and fragrant.

2 In the following paragraph point out a) the topic sentence, b) the relation of the third sentence to the second sentence, c) the words in the third sentence on which the fifth sentence depends, d) an example of parallel construction, e) a periodic sentence:

What, exactly, is the secret of true success in life? It is to do, without flinching, and with utter faithfulness, the duty that stands next to one. When a man has mastered the duties around him, he is ready for those of a higher grade, and he takes naturally one step upward. When he has mastered the duties at the new grade, he goes on climbing. There are no surprises to the man who arrives at eminence legitimately. It is entirely natural that he should be there, and he is as much at home there, and as little elated, as when he was working patiently at the foot of the stairs. There are highs above him, and he remains humble and simple.

3 Mention the rhetorical defect in *each* of the following sentences and correct each sentence: a) The very things which I needed for the journey which I was going to make were not to be procured in the little village which was then my home, b) He promised his brother that he would pay his bills, c) It is some warmer this morning than it was yesterday, d) Mr Smith is to take charge of the work this summer, and people say he is a very fine man, e) The wave of progress flows onward, extinguishing in its course ignorance and superstition.

4 Show how unity, sequence and proportion may be secured in paragraph construction.

5 Mention the figures of speech in the following and show the points of comparison:

a) As the soil, however rich it may be, can not be productive without culture, so the mind, without cultivation, can never produce good fruit, b) The patches of moonlight lay like silver mats on the brown carpet of the woods.

6 In the following paragraph mention *a) three* violations of unity, *b) three* violations of clearness [Do not rewrite]:

It was a pleasant surprise to see Mrs Browning in Boston in the winter and we were sorry too, for she had come to take Mary (she was Mary's aunt) to join her sister who had decided to go south suddenly. Mary, always amiable, like her mother, was quite willing to go, but she said that she would come back soon two or three times; at least that she would try to.

7 Define blank verse, rhythm, meter, masculine rime, alliteration.

8 Relate, from "David Swan," the incident of the attempted robbery.

9 Describe, from "Howe's masquerade," the scene in which Sir William Howe challenged the spectral governor.

10-12 Write an essay of at least 250 words on *one* of the following topics [Essays on subjects other than those assigned will not be accepted]:

a) An old building, *b)* Labor and capital.

RHETORIC

Tuesday, January 28, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 10-12 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Develop the following topic sentence into a paragraph of at least 75 words: It was a moment to be remembered.

2 In the following paragraph state *a*) the topic sentence, *b*) the bearing of sentences three and four on the main thought of the paragraph, *c*) the force of the connective *but* in the fifth sentence, *d*) the relation of the sixth sentence to the fifth sentence:

Cultivate humility. It is the attribute of great and noble minds. Sir Isaac Newton said at the close of life that he had been like a child who had spent its time in gathering pebbles on the shore, while the ocean remained untraversed. Mozart, the great musician, just before he died, said, "Now I begin to see what might be done in music." These men ascended to a high elevation on the mountain of knowledge; *but* this merely gave them a better idea of the loftiness of the summit. The more we know, the more we shall be convinced of our own ignorance.

3 Select from the above paragraph *a*) a simile, *b*) a metaphor. Trace the points of comparison in each case.

4 Criticize and correct the following:

a) Sometimes she walked with her father and with her mother at other times, *b*) Alarmed at the sad news, the carriage was ordered immediately, *c*) When my sister came home, feeling tired, I laid aside my work and talked to her, *d*) There were a great many people in the church and the service would not begin for an hour, *e*) Our lives fade and die in the end but some flow peacefully while they last.

5 Rewrite the following in correct form:

New York, Dec. 26, '01

My dear friend:

I want to thank you for your Christmas present, which arrived safely, and I was very much pleased with it; also your letter, which came in the morning. I received another beautiful picture which was given me by a friend who painted it herself. The picture (the one that you sent, I mean) I have hung in my room and I can see it often, and I know whenever I look at it it will make me think of you always.

Your grateful friend

Mary L. Brown

6 Prepare an outline for an essay on *My favorite book*, making sufficient subdivisions to show what matter you intend to include in the essay.

7 In the following stanzas mark the scansion and state the prevailing foot and meter; select from them an example of end-stopt verse, alliteration, feminine rime:

a These grates, these walls, shall vanish then
For the fair field of fighting men.

b "Labor is worship!"—the robin is singing;
"Labor is worship!"—the wild bee is ringing:
Listen! that eloquent whisper upspringing
Speaks to thy soul from out nature's great heart.

8 Give an account of the first visit of Elinor and Walter to the painter.

9 Describe the effect of the storm on the various people in the street, as viewed in "Sights from a steeple."

10-12 Write an essay of at least 250 words on *one* of the following topics [Essays on subjects other than those assigned will not be accepted]:

a) Faithful unto death [Describe the meeting of old Esther Dudley with Governor Hancock when he came to take possession of the Province house], *b*) An exciting day [Give an account of what happened at Parker's Falls between the arrival and the departure of Dominicus Pike].

NOTE—Students not familiar with *Twice-told tales* may substitute *one* of the following: *a*) The ideal student, *b*) McKinley as a man and as a statesman.

High School Department

173D EXAMINATION

RHETORIC

Tuesday, March 25, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 10-12 and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Write a descriptive paragraph containing at least 75 words, introducing the following: clouds, rain, people.

2 In the following paragraph show *a*) how unity is secured without the use of a topic sentence, *b*) how contrast is effected in the organization of the paragraph:

Some people, like the bee, seem to gather honey from every flower; while others, like the spider, carry only poison away. One person finds happiness everywhere and in every occasion, carrying his own holiday with him. Another always appears to be returning from a funeral. One sees beauty and harmony wherever he looks, his very tears affording him visions of resplendent rainbows as the sunbeams of hope fall upon him. Another is blind to beauty; the lenses of his eyes seem to be smoked glass, so that the whole world appears as if draped in mourning.

3 Rewrite the above paragraph, expressing the thought without using figurative language.

4 State the rhetorical defect in *each* of the following sentences and correct each sentence:

a) He found some apples on the trees which he ate, *b*) The tiny crimson drops on the dove's wing showed that the bird was injured, and it was very beautiful, *c*) After talking to him an hour about his book he left the room, *d*) On all sides in every direction we were completely surrounded by woods, *e*) The voyage of life is an isthmus between two eternities.

5 Write a paragraph of at least *four* sentences, using *three* of the following as transitional words: but, therefore, nevertheless, though, since, still.

6 In the following sentence mention *a*) *two* violations of unity, *b*) *one* violation of clearness; rewrite the sentence in correct form, using two or more sentences if necessary:

He built a large brick house on the hill (it cost \$5000) and he had a large orchard which was at the side of the house which was near the road and little boys who would come into the orchard from the road would steal the fruit and he only would have a few apples left so he bought two large dogs to scare them away and they frightened them very much so they did not steal any more fruit.

7 Distinguish between *a*) long meter and short meter, *b*) masculine rime and feminine rime, *c*) run-on lines and end-stopt lines.

8 Describe in detail the influence of Walter and Elinor on the artist after he painted their portraits.

9 Show, by references to the story, the solution of the mystery of Mr Higginbotham's catastrophe.

10-12 Write an essay of at least 250 words on *one* of the following topics [Essays on subjects other than those assigned will not be accepted]:

a) A long remembered Sunday [Give an account of what happened the first day that Mr Hooper wore the black veil],
b) A lonely life [Let one of the citizens in the town give an account of the way in which Esther Dudley spent her time at the Province house].

NOTE—Students not familiar with *Twice-told tales* may substitute *one* of the following: *a*) Anarchy in America, *b*) The will and the way.

High School Department

174TH EXAMINATION

RHETORIC

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 12-15 and six of the others but no more. If more than six of the others are answered only the first six answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Develop the following topic sentence into a paragraph of at least 75 words *either* by presenting contrasting ideas *or* by giving illustrations: The most successful men are not always those who make the most money.

2 In the following paragraph give (a) the topic sentence, (b, c,) the relation of the third and of the fourth sentence to the second sentence, (d) the bearing of the last sentence on the sentence preceding it, (e) an example of parallel construction:

A fine courtesy is a fortune in itself. The good-mannered can do without riches, for they have passports everywhere. All doors fly open to them, and they enter without money and without price. They can enjoy nearly everything without the trouble of buying or owning. They are as welcome in every household as the sunshine, for they carry light, sunshine, and joy everywhere. They disarm jealousy and envy, for they bear good-will to everybody. Bees will not sting a man smeared with honey.

3 Criticize and correct the following: (a) I counted 25 meteors, the other night, sitting on the front piazza, (b) The last train to leave the city Saturday and which crossed the bridge before the accident was the 5 p. m. train, (c) He used to use many expressions not usually used, (d) He carried a basket in his right hand while the other hand supported his mother, (e) She passed through life as a sea-gull skims the waves, sucking honey from every flower.

4 State the figure of speech in *each* of the following and show the points of comparison: (a) Men of genius are often dull and inert in society; as the blazing meteor when it descends to earth, is only a stone, (b) It is when our budding hopes are nipped beyond recovery by some rough wind, that we are the most disposed to picture to ourselves what flowers they might have borne if they had flourished.

5 Define unity and show how it may be secured in (a) the sentence, (b) the paragraph, (c) the essay.

6 Mention *three* rhetorical qualities violated in the following paragraph and rewrite the paragraph in correct form, using two or more sentences if necessary:

Some weeks ago while walking through the park (it was late in the afternoon) I saw a package which lay in a cross-road which was some distance ahead, so I walked very quickly but found that I had lost my pocket-book suddenly, so went back and left the package in the road but I did not find it and when I returned back again to the same place the package was gone.

7 Define *each* of the following: transition, balanced sentence, alliteration, climax, metonymy.

8 Mention and describe the kind of verse used in the following quotation; mark the scansion and give the prevailing foot and meter and the position of the cesuras:

Neither a borrower nor a lender be,
For loan oft loses both itself and friend;
And borrowing dulls the edge of husbandry.
This above all,—to thine own self be true;
And it must follow, as the night the day,
Thou canst not then be false to any man.

9 Explain the manner in which the festivities of Howe's masquerade were brought to an end.

10 Give an account of the rescue of Mr Higginbotham by Dominicus Pike and state its results.

11 State your opinion as to why Mr Hooper wore the black veil. Give arguments to justify your opinion.

12-15 Write an essay of at least 250 words on *one* of the following topics [Essays on subjects other than those assigned will not be accepted]:

(a) A colonial Ball [Give an account of the ball at the Province house held in honor of Lady Eleanore], (b) A skilful Artist [Let the artist give an account of the portraits that he painted for Walter and Elinor, showing how his work proved to be a prophecy of their lives].

NOTE—Students not familiar with *Twice-told Tales* may substitute *one* of the following: (a) The Visit of Prince Henry of Prussia to America, (b) The Reward of Persistence.

High School Department

172D EXAMINATION

HISTORY OF LITERATURE

Friday, January 31, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for English literature, and at least five from part 2 in order to receive credit for American literature. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

English Literature

Part 1 1 Mention *three* prominent characteristics of old English (Anglo-Saxon) poetry, explaining each.

2 Write on *one* of the following: a) literature brought by the Normans and its effect on English literature, b) influence of Tyndale's translation of the Bible on English literature, c) novelists of the 19th century.

3 Give *three* reasons why Shakspeare is ranked first among dramatists. Explain these reasons somewhat in detail.

4 State *three* characteristics of the puritans and show how these characteristics affected English literature.

5 What was the spirit of the age in which Pope lived? Show how this spirit is reflected in Pope's writings.

6 Select from the following list *three* poems and explain in detail *two* characteristics of each poem selected: *Cotter's Saturday night, Alexander's feast, Prothalamion, L'allegro, Deserted village.*

7 Mention *five* prose writers of the 18th century, state the class of works for which each is noted and give the title of a work of each.

8 Sketch the life of Scott and show how the environment of his early life influenced his poetry.

9 Write a sketch of a leading character in *one* of George Eliot's novels.

10 State *three* characteristics of the literature of the Victorian age. Mention *three* poets of this age and give the title of a poem of each possessing *two* of these characteristics.

American Literature

Part 2 11 Mention and describe *one* of Alexander Hamilton's contributions to American literature and explain why it was written.

12 Mention the sources from which Irving obtained the material for the *Sketch-book* and state why, in your opinion, this book still retains its charm.

13 "The ethical motive is very strong in Hawthorne's work."
Prove the above statement by reference to Hawthorne's writings.

14 Sketch the life of Holmes, showing the departments of literature in which he was successful and mentioning a work in each department.

15 Mention the influences that resulted in the Brook farm experiment and state the purpose of this experiment.

16 Compare the poetry of Longfellow with that of Whittier, mentioning points of similarity and difference.

17 Give a sketch of the life of Bryant, showing the influence exerted by him in at least *two* fields of literature.

18 Write a sketch of a work by *one* of the following: Lowell, Harriet Beecher Stowe, Bayard Taylor.

19 Mention *three* prominent writers of short stories and give the title of a short story by each. State, with reference to *one* of the stories mentioned, the characteristics that make it successful.

20 Mention *five* well-known essayists living at the present time and give the title of a work of each.

High School Department

174TH EXAMINATION

HISTORY OF LITERATURE

Friday, June 20, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for English literature, and at least five from part 2 in order to receive credit for American literature. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

English Literature

Part 1 1 State the importance in English literature of *each* of the following: Caedmon, the Venerable Bede, Alfred the Great.

2 Explain the immediate effect of the Norman Conquest on the production of English literature (not on the language).

3 Write on *one* of the following: (a) effect of the invention of printing on English literature, (b) the drama before Shakspeare.

4 Write a brief account of the Elizabethan age, giving (a) approximate dates, (b) importance in literature, (c) *five* prominent writers.

5 Mention historical events that influenced the character of the writings of *two* of the following and show how these events produced that influence: Milton, Butler, Byron, Gladstone, Burke.

6 Sketch the life of Bacon and state why he is important in literature.

7 Explain what is meant by the classic school, the romantic school. Mention, with a work of each, *two* writers of each school. Show how each work mentioned is characteristic of its school.

8 Give an account of early periodical literature. Mention *two* important contributors to this literature and state the influence exerted by each.

9 Mention *three* characteristics of Tennyson's poetry, illustrating each by reference to his poems.

10 Arrange the following works in chronologic order, mentioning the author of each: *Cotter's Saturday Night*, *Facrie Queene*, *L'allegro*, *Prisoner of Chillon*, *Decline and Fall of the Roman Empire*, *Alexander's Feast*, *Sesame and Lilies*, *Essay on Criticism*, *Canterbury Tales*, *Lady of the Lake*.

American Literature

Part 2 11 What were the most important classes of literature previous to the Revolution? Explain.

12 State the importance of Franklin in literature. Show the relation between his political and his literary life.

13 Show how the literary work of Irving was an advance on any previous American work. Explain why his writings were so universally popular at the time.

14 Irving says that Cooper has left a place in literature not easily supplied. Contradict or defend this statement, giving reasons for your position.

15 What is meant by the Concord school of philosophy? State its purpose and its influence.

16 Write on *one* of the following: (a) literature at the time of the Civil War, (b) historians of the 19th century, (c) character of Longfellow's poetry.

17 Compare Bryant's descriptions of nature with those of Whittier, bringing out points of similarity and difference.

18 Write a sketch of the life of Bayard Taylor, touching on his work as poet, novelist and translator.

19 Characterize briefly the writings of *three* of the following: Holland, Whitman, Lanier, Burroughs, Helen Hunt Jackson, Bret Harte.

20 Mention *five* prominent writers of the present time (not found on this paper). State the class of works for which each writer mentioned is noted and give the title of a work of each.

COURSE IN ENGLISH READING

Friday, January 31, 1902—1.15 to 4.15 p. m., only

Answer eight questions but no more. At least four questions must be chosen from the second division. Each answer under the first division will be considered a short (20 minute) theme and will be graded for composition. If more than eight questions are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

First division 1 Describe, from the *Princess*, the scene in which Lady Psyche recognizes her brother.

2 Describe the trial scene in the *Merchant of Venice*.

3 Describe the scene in which Silas Marner announces the loss of his money to the men at the Rainbow.

4 Relate, from the *Vicar of Wakefield*, the circumstances under which Dr Primrose sold his horse.

5 Give, from *Ivanhoe*, an account of Prince John's endeavor to secure seats for Isaac and Rebecca at the tournament.

6 Write on the following topic: Sir Launfal at the castle gate on his return.

Second division 7 In speaking of Lord North's plan for conciliating the colonies Burke says, "First, then, I can not admit that proposition of a ransom by auction." State in substance the plan proposed, explain why Burke calls this plan a "ransom by auction" and give two of his arguments against it.

8 Explain the allusions in three of the following italicized expressions from *Macbeth*:

a We will establish our estate upon
Our eldest, Malcolm, whom we name hereafter
The Prince of Cumberland.

b Who's there, i' the name of *Beelzebub*?

c He is already nam'd, and gone to *Scone*
To be invested.

d Carried to *Colme-kill*.

e And at the pit of *Acheron*
Meet me i' the morning.

9 Show in detail how the murder of Duncan affected a) Macbeth, b) Lady Macbeth. Illustrate your answer by references to the play.

10 Write explanatory notes on *three* of the following from *L'allegro* and *Il penseroso*:

- a* In dark Cimmerian desert ever dwell.
- b* Then to the well-trod stage anon,
If Jonson's learned sock be on.
- c* And sable stole of cypress lawn
Over thy decent shoulders drawn.
- d* And the mute silence hist along
'Less Philomel will deign a song.
- e* Or call up him that left half-told
The story of Cambuscan bold.

11 Explain the meaning of *three* of the following from *Comus*:

- a* Square my trial
To my proportioned strength!
- b* Be not over-exquisite
To cast the fashion of uncertain evils.
- c* Yet, where an equal poise of hope and fear
Does arbitrate the event, my nature is
That I incline to hope.
- d* If you let slip time, like a neglected rose
It withers on the stalk with languished head.
- e* Coarse complexions
And cheeks of sorry grain will serve to ply
The sampler, and to tease the huswife's wool.

12 Give, from the *Essay on Milton*, Macaulay's explanation of the following statement:

Milton did not strictly belong to any of the classes which we have described. He was not a puritan. He was not a free-thinker. He was not a cavalier. In his character the noblest qualities of every party were combined in harmonious union.

High School Department

174TH EXAMINATION

COURSE IN ENGLISH READING

Friday, June 20, 1902—1.15 to 4.15 p. m., only

Answer eight questions but no more. At least four questions must be chosen from the second division. Each answer under the first division will be considered a short (20 minute) theme and will be graded for composition. If more than eight questions are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

First division 1 Describe, from the *Princess*, the reconciliation between the Princess and Lady Psyche.

2 Write, from the *Merchant of Venice*, the story of Jessica.

3 Write, from *Sir Roger de Coverley Papers*, a description of Leonora's home.

4 Give a sketch of the story of the *Ancient Mariner*.

5 Describe, from the *Iliad*, the scene in which the gods decide that Hector's body shall be ransomed.

6 Relate, from the *Vicar of Wakefield*, the experiences of the Primrose family on their journey to their new home.

7 Give, from the *Last of the Mohicans*, a description of David Gamut.

8 Write on the following topic: Knighthood as represented in *Ivanhoe* and in the *Vision of Sir Launfal*.

Second division 9 Explain the meaning of *three* of the peculiar forms of expression italicized in the following from *Macbeth*:

a But the Norweyan lord *surveying vantage*,
With furbish'd arms and new supplies of men
Began a fresh assault.

b One of my fellows *had the speed* of him.

c If the assassination
Could trammel up the consequence, and catch
With his surcease success.

d Nor time nor place
Did then adhere, and yet you would make both.

e If't be so,
For Banquo's issue have I *fil'd my mind*.

10 Show by at least *two* detailed references to the play, the contrast between the character of Macbeth and that of Lady Macbeth.

11 Explain the meaning of the following from the *Conciliation with America*, with special reference to the italicized words:

You will not think it unnatural that those who have *an object depending*, which strongly engages their hopes and fears, should be somewhat inclined to superstition. As I came into the House full of anxiety about the *event of my motion*, I found, to my infinite surprise, that the *grand penal bill*, by which we had passed sentence on the trade and sustenance of America, is to be returned to us from *the other House*.

12 Explain the allusions in *three* of the following italicized expressions from *Comus*:

- a* Neptune, besides the sway
Of every salt flood and each ebbing stream,
Took in, *by lot 'twixt high and nether Jove*,
Imperial rule of all the sea-girt isles.
- b* Who, ripe and frolic of his full-grown age,
Roving the *Celtic and Iberian fields*,
At last betakes him to this ominous wood.
- c* Offering to every weary traveler
His orient liquor in a crystal glass
To quench *the drouth of Phoebus*.
- d* They praise *the bounteous Pan*
And thank the gods amiss.
- e* By scaly *Triton's winding shell*.

13 Compare *L'allegro* with *Il penseroso* in *three* particulars, illustrating from the poems in each case.

14 Explain somewhat in detail what Macaulay means by the characteristic mentioned in the following quotation from the *Essay on Milton*:

The most striking characteristic of the poetry of Milton is the extreme remoteness of the associations by means of which it acts on the reader.

15 Mention, from Macaulay's *Essay on Addison*, the three periodicals originated by Steele. Give the name of the one which was the greatest success, with reasons for its popularity.

High School Department

171ST EXAMINATION

ENGLISH SELECTIONS

Wednesday, September 25, 1901—1.15 to 4.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Write, from the *Prologue*, three of the following in modern English:

- a In curteisye was set ful muche hir lest.
- b This ilke monk leet olde thinges pace.
- c But sooth to seyn, I noot how men him calle.
- d Anon he yaf the seke man his bote.
- e Ye woot your forward, and I it yow recorde.

2 Give, from the *Prothalamion*, a description of the two swans and of their journey down the river Thames to London.

3 Give, from the *Tempest*, the story of Ariel.

4 Explain somewhat in detail the allusions in the following quotation from *Alexander's feast*:

He raised a mortal to the skies;
She drew an angel down.

5 Describe the opening scene in *Lines composed above Tintern abbey*.

6 Sketch the characters of the two brothers of the prisoner of Chillon and show how the imprisonment affected each of them.

7 Give, from the *Coming of Arthur*, an account of the coronation of King Arthur.

8 Give, from the *Holy grail*, the substance of what Arthur said when he learned of the vows taken by his knights.

9 Describe the encounter of Pheidippides with the great god Pan, on his return from Sparta.

10 Mention, from the essay on *Truth*, three reasons why Bacon believes that men favor lies.

11 Sketch briefly the events in England and America that led to the delivery of Burke's *Conciliation with the colonies*.

12 Give, from *Heroes and hero worship*, an account of one of the following: a) the expedition of Thor, the god of thunder, to Utgard, b) the *Koran*, c) the character of Luther.

High School Department

172D EXAMINATION

ENGLISH SELECTIONS

Wednesday, January 29, 1902 — 1.15 to 4.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 State the occasion that led Spenser to write the *Prothalamion*. Describe the plan of the poem.

2 State by whom and under what circumstances the following words were spoken and explain their meaning:

We are such stuff
As dreams are made on, and our little life
Is rounded with a sleep.

3 Show how Dryden's selection of words is particularly effective in describing the music mentioned in the *Song for St Cecilia's day*.

4 Explain the allusions in the following from *Laodamia*:

Thus, all in vain exhorted and reproved,
She perished; and, as for a wilful crime,
By the just gods whom no weak pity moved,
Was doomed to wear out her appointed time,
Apart from happy ghosts, that gather flowers
Of blissful quiet mid unfading bowers.

5 Show how affection, resignation and pathos are portrayed in the *Prisoner of Chillon*.

6 Mention the successive steps taken by Leodogran to solve the mystery of Arthur's birth and give the result of each step.

7 Give an account of Percivale's sister and describe her vision of the holy grail.

8 Show, by references to the poem, the moral taught in *The boy and the angel*.

9 Write the story of Hervé Riel.

10 Give, from *Heroes and hero worship*, a summary of what Carlyle says concerning one of the following: Shakspeare, Knox, Napoleon.

11 Give a sketch of Bacon's career as keeper of the great seal and as chancellor.

12 Write two quotations, containing at least five consecutive lines each, from one or more of the following: *Lines composed above Tintern abbey*, *Prisoner of Chillon*, *Holy grail*, *The lost leader*.

High School Department

171ST EXAMINATION

AMERICAN SELECTIONS

Tuesday, September 24, 1901—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Describe the rescue of Uncas from the Huron encampment as given in the *Last of the Mohicans*.

2 Give, from the *House of the seven gables*, an account of Clifford's first breakfast at home.

3 State, from *Thanatopsis*, two reasons why death should not be dreaded, and give, by quotation or otherwise, an account of what Bryant says in regard to one of them.

4 Give, from *My garden acquaintance*, Lowell's criticism of White's *Natural history of Selborne*.

5 State by whom and under what circumstances the following was spoken and explain its meaning:

What should we do in that small colony
Of pinched fanatics, who would rather choose
Freedom to clip an inch more from their hair,
Than the great chance of setting England free?

6 State the theme of the *Hanging of the crane* and explain the significance of the title.

7 Give a sketch of Lar's life among the quakers and show their influence on him.

8 Give, from *Reveries of a bachelor*, an account of Paul's voyage to the fatherland.

9 Sketch, from the *Alhambra*, the story told by the soldier to Governor Manco.

10 Sketch the life of Longfellow.

11 Give an account of Franklin's efforts to put Philadelphia in a defensible condition.

12 Give, from the *Farewell address*, Washington's advice in regard to the attitude that should be taken toward foreign nations, touching on one of the following: a) impartiality of feeling, b) commercial relations.

High School Department

172D EXAMINATION

AMERICAN SELECTIONS

Tuesday, January 28, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Mention five characters from the *Last of the Mohicans* and sketch a scene in which two of the characters selected appear.

2 Give, from the *House of the seven gables*, the connection of Colonel Pyncheon's portrait with the story.

3 Give an outline of *Thanatopsis*.

4 Connect *The present crisis* with a historical event and give from the poem three allusions to justify your answer.

5 Describe, from *My garden acquaintance*, two incidents showing Lowell's love for the birds and his keen observation of bird life.

6 Explain the meaning of the following quotation from the *Commemoration ode*:

Weak-winged is song,
Nor aims at that clear-ethered hight
Whither the brave deed climbs for light;
We seem to do them wrong,
Bringing our robin's-leaf to deck their hearse
Who in warm life-blood wrote their nobler verse.

7 Describe the encounter between Lars and the brother of Per.

8 Give, from *Reveries of a bachelor*, a description of the author's farm-house in the country and of his life while there.

9 Sketch the life of Irving, mentioning the sources from which he obtained material for the *Alhambra*.

10 Give, from the essay on *Nature*, a sketch of what Emerson says in regard to the influence of nature on man.

11 Give an account of the way in which Franklin brought about the establishment of a hospital in Philadelphia.

12 Write on one of the following topics: a) Scandinavian sports and customs as represented in *Lars*, b) Hawthorne's portrayal of character, c) Inhabitants of the Alhambra.

AMERICAN SELECTIONS

Tuesday, June 17, 1902 — 9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Give an account of the arrival of Heyward and his companions at Fort William Henry.

2 Show, by references to the life and character of each, why Phoebe as a shopkeeper was more successful than Hepzibah Pyncheon.

3 Sketch the life of Bryant and mention *two* reasons why he has become famous in literature.

4 In the *Present Crisis* Lowell says, "New occasions teach new duties;" in *A Glance behind the Curtain* he says, "New times demand new measures and new men." Show that the underlying thought is the same in each quotation and state the special occasion to which each refers.

5 Mention, from *My Garden Acquaintance*, *five* birds that have left neighborhoods formerly occupied by them and give reasons for their disappearance.

6 Give, from the *Commemoration Ode*, the substance of Lowell's tribute to Lincoln.

7 Contrast the first picture with the last picture in the *Hanging of the Crane*.

8 Mention, from *Lars*, *three* traits of Norwegian character and illustrate each trait by reference to the poem.

9 Give, from *Reveries of a Bachelor*, an account of the author's trip in the Apennines.

10 Give a sketch of a legend connected with *one* of the following from the *Alhambra*: the tower of the princesses, the well of the Alhambra, the garden of Maumal.

11 Give, from the essay on *Nature*, the substance of what Emerson says concerning Indian summer.

12 Give an account of Franklin's father, showing how he influenced the development of Franklin's character.

13 Give, with special reference to the italicized expressions, the meaning of the following from the *Gettysburg Address*:

We here highly resolve that *these dead shall not have died in vain*,—that this nation, under God, *shall have a new birth of freedom*,—and that government of the people, by the people, for the people, shall not perish from the earth.

14 State the connection of *each* of the following with the work from which each is taken: Uncle Venner, Brita, Montcalm, Bella, Mateo Ximenes.

15 Write *two* quotations, containing at least *five* consecutive lines each, from one or more of the following: *Thanatopsis*, *Commemoration Ode*, *Hanging of the Crane*, *Lars*.

High School Department

170TH EXAMINATION

FRENCH — First Year

August 1901 — Three hours, only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

VAN DYCK

Van Dyck était élève de Rubens. Un jour que ce dernier était sorti pour prendre l'air, Van Dyck et ses camarades s'approchent de deux tableaux que Rubens venait d'ébaucher. En se poussant mutuellement pour voir de plus près, l'un d'eux tombe sur les ébauches et les efface. Comment faire pour éviter les reproches du maître à son retour? "Il faut," dit l'un d'eux, "que le plus habile d'entre nous tâche de réparer ce malheur: je donne ma voix à Van Dyck." Ses camarades applaudissent. Van Dyck se met à l'œuvre. Il imite le mieux qu'il peut la manière de Rubens, qui revient au bout de trois heures. Rubens porte les yeux sur ce qu'il croit ses ébauches, et dit à ses élèves inquiets: "Ce n'est pas là ce que j'ai fait de plus mauvais en ma vie."

élève=pupil, *ébaucher*=sketch, *se pousser*=push oneself

3-4 Translate into English:

LE SACRE DE NAPOLEON I

L'église de Notre-Dame était décorée avec une magnificence sans égale. Des tentures de velours, semées d'abeilles d'or, descendaient de la voûte jusqu'au sol. Au pied de l'autel, se trouvaient de simples fauteuils, que l'empereur et l'impératrice devaient occuper avant leur couronnement. Au fond de l'église, dans l'extrémité opposée à l'autel, un trône immense, élevé sur vingt-quatre marches, placé entre des colonnes qui supportaient un fronton, espèce de monument dans un monument, était destiné à l'empereur couronné et à son épouse. C'était l'usage dans les deux rites romain et français. Le monarque n'allait s'asseoir sur le trône qu'après avoir été couronné par le pape.

sacre=coronation, *tenture*=hangings, *abeille*=bee, *marche*=step, *fronton*=pediment

5-6 Translate into English:

LA MARE AU DIABLE

L'enfant s'agenouilla sur la jupe de la jeune fille, joignit ses petites mains, et se mit à réciter sa prière, d'abord avec attention et ferveur, car il savait très bien le commencement; puis avec plus de lenteur et d'hésitation, et enfin répétant mot à mot ce que lui dictait la petite Marie, lorsqu'il arriva à cet endroit de son oraison, où le sommeil le gagnant chaque soir, il n'avait jamais pu l'apprendre jusqu'au bout. Cette fois encore, le travail de l'attention et la monotonie de son propre accent produisirent leur effet accoutumé, il ne prononça plus qu'avec effort les dernières syllabes, et encore après se les être fait répéter trois fois.

s'agenouiller=kneel down, *jupe*=skirt, *endroit*=place, *oraison*=prayer

7 Translate into French: *a*) I want neither her book nor yours, *b*) They did not rise till late, *c*) He is the tallest man in the room, *d*) When I spoke to him he only smiled, *e*) You will give me some flowers, will you not?

8 Write the second person singular and plural of *each* of the following verb forms: present indicative of *aller*; preterit (past-definite) of *vivre*; future of *pouvoir*; present subjunctive of *valoir*; imperfect subjunctive of *venir*. [Do not omit the pronouns.]

9 Write the second person singular of *être* in the indicative and subjunctive. Mention in each case the name of the tense.

10 Mention *three* different uses of the preposition *de* without the article with nouns, and illustrate each by a complete French sentence.

11 State *three* ways in which the feminine of adjectives may be formed from the masculine. Illustrate each.

12 Mention *three* idioms formed with *avoir* and use each correctly in a sentence.

13 Translate into French: *a*) This is the third time that I have sent for you, *b*) Edward the seventh is the king of England, *c*) He brought me a large and beautiful rose, *d*) I am afraid that it will rain, *e*) Shall you be at home tomorrow afternoon?

14 Write original French sentences illustrating the use of *a*) the comparative of the adjective *bon*, *b*) the preposition *en*, *c*) the adverb *y*, *d*) the subjunctive after an impersonal verb, *e*) an infinitive preceded by *de*.

15 Write from memory and translate at least 10 consecutive lines of any French poem.

High School Department

172D EXAMINATION

FRENCH—First Year

Monday, January 27, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

LA BELLE AU BOIS DORMANT

Il traversa plusieurs chambres pleines d'hommes et de dames qui dormaient, les uns debout, les autres assis. Il entra dans une chambre toute dorée et il vit sur un lit le plus beau spectacle qu'il eût jamais vu: une princesse qui semblait être âgée de seize ans et dont la beauté était admirable. Il approcha en tremblant et en admirant, et s'agenouilla près d'elle.

Alors, comme la fin de l'enchantement était venue, la princesse s'éveilla. Elle regarda le prince avec un sourire très tendre pour une première vue et lui dit: "Est-ce vous, mon prince? Je vous ai attendu bien longtemps."

debout=standing, *s'agenouiller*=kneel

3-4 Translate into English:

À QUELQUE CHOSE MALHEUR EST BON

Un marchand retournait chez lui à cheval, ayant en croupe une valise qui contenait une somme d'argent considérable. Une forte pluie commença à tomber après qu'il se fut mis en route. Il était trempé jusqu'aux os et ne cessait de maudire le temps. Tout à coup, comme il traversait un bois, un bandit à pied parut devant lui, un fusil à la main, l'ajusta et pressa la détente. Mais la poudre était humide et le fusil rata. Le marchand éperonna alors son cheval et échappa au danger. "Quel sot j'étais," se dit-il, "de me plaindre du temps. Sans cette bonne pluie, que serais-je devenu? Les hommes ne savent pas toujours ce qui est bon pour eux."

en croupe=behind, *trempé*=wet, *ajuster*=aim, *détente*=trigger, *rater*=miss fire, *éperonner*=spur

5-6 Translate into English:

LA ROSE MOUSSEUSE

L'ange qui prend soin des fleurs, et qui, pendant la nuit, les trempe de rosée, s'était endormi un jour de printemps à l'ombre

d'un rosier. Lorsqu'il s'éveilla, il dit, en le regardant avec bonté, "Je te remercie, toi, le plus cher de mes enfants, je te remercie de ton parfum bienfaisant et de ton ombrage qui rafraîchit. Aurais-tu encore quelque chose à me demander? Je te l'accorderais volontiers."

"Eh bien," dit le rosier, "donne-moi un nouvel ornement."

Et pour parure à la reine des fleurs, l'ange fit naître la simple mousse. Et ainsi s'éleva dans sa naïve beauté la rose mousseuse, la plus belle de son espèce.

tremper=water, *rosée*=dew, *ombrage*=shade, *parure*=ornament, *mousse*=moss

7 Translate into French: *a*) There is not a person in the room, *b*) He is the gayest man that I know, *c*) Please close the door. It is cold today, *d*) At night we could hear these sounds more distinctly, *e*) Who is that? It is I.

8 Conjugate *avoir* in the preterit (past definite) indicative active, *finir* in the imperfect indicative active, *se réjouir* in the past indefinite (compound of the present). [Do not omit pronouns.]

9 Write the masculine form of *pauvre*, *blanche*, *ancienne*, *secrète*, *active*, *malheureuse*, *vieille*, *publique*, *longue*, *fausse*.

10 Answer the following questions by original French sentences of at least six words each [Do not use figures]: *a*) Qui a sommeil? *b*) Combien de livres votre père a-t-il? *c*) Où est votre maison? *d*) Quel jour du mois avons-nous aujourd'hui?

11 Indicate, by the use of the proper article, the gender of each of the following nouns: *port*, *nature*, *raison*, *village*, *terre*, *liberté*, *juin*, *faim*, *dîner*, *fruit*.

12 Translate into English: *a*) Il avait un château à la campagne, *b*) Elle se piqua la main, *c*) J'ai à vous parler, *d*) Tout le monde était ici hier, *e*) C'est arrivé de temps en temps.

13 Write the principal parts (primitive tenses) of *chanter*, *sourire*, *craindre*, *tenir*.

14 State and illustrate *three* rules for the formation of the plural of nouns.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *Le colimaçon*, *Trois fils d'or*, *Le petit Pierre*, *Etoiles filantes*.

High School Department

174TH EXAMINATION

FRENCH—First Year

Monday, June 16, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

LE VILLAGE

Si nous sortons de la ville et si nous marchons plus ou moins longtemps sur la grande route, nous arrivons ordinairement à un village. Chaque villageois a ordinairement sa petite maison entourée d'un jardin et de quelques pièces de terre. Ceux qui sont trop pauvres pour avoir du terrain travaillent seulement pour les autres. Ce sont des ouvriers. Souvent aussi, il y a près du village un château entouré d'un grand parc. Le propriétaire de ce château a beaucoup de terres, de bois dans le pays. Il ne reste pas toujours là. Généralement il y vient, avec sa famille, pendant la belle saison, et l'hiver il retourne à la ville.

entourer=surround, *hiver*=winter

3-4 Translate into English:

CHRISTOPHE COLOMB

A deux heures après minuit la *Pinta*, qui était en avant, découvrit la terre; vous jugez avec quelle impatience on attendit le jour, avec quelle ardeur mêlée de curiosité on désirait contempler cette terre que chacun désespérait de jamais voir. Enfin, à la pointe du jour, ces gens, qui depuis trente-cinq jours de navigation n'avaient eu sous les yeux que le ciel et l'eau, aperçurent en face d'eux le spectacle ravissant de montagnes et de collines couvertes de la plus agréable verdure; à cette vue, Colomb chanta un *Te Deum* que l'équipage des trois navires répéta en chœur.

équipage=crew

5-6 Translate into English:

LA DISPUTE

Deux petits garçons, ayant trouvé une noix, se la disputèrent vivement. "Elle est à moi," dit l'un d'eux, "car c'est moi qui l'ai vue le premier." "Non, mon cher, elle m'appartient," répondit l'autre, "car c'est moi qui l'ai ramassée."

Ils en venaient déjà aux mains, lorsqu'un jeune homme, qui était témoin de la dispute, leur dit: "Venez, je vais vider votre querelle." Il se plaça entre les deux petits garçons, cassa la noix et dit: "L'une des coquilles appartient à celui qui le premier a vu la noix, l'autre sera pour celui qui l'a ramassée. Quant à l'amande, je la garde pour prix du jugement que j'ai rendu."

noix=walnut, *vider*=decide, *coquille*=shell, *amande*=kernel

7 Translate into French: (a) Put this on the table in the next room, (b) You were not at home this morning, (c) Give them to him, (d) Ney was the best general that Napoleon had, (e) Do you not believe it? No, I doubt it very much.

8 Conjugate, in the plural, *être* in the preterit (past definite) indicative, *porter* in the present subjunctive active, *se défendre* in the imperfect indicative. [Do not omit the pronouns.]

9 Write the possessive adjectives, indicating in each case the gender and the number.

10 Translate into English: (a) N'importe. Ce n'est rien, (b) Je me suis coupé le doigt, (c) J'ai mal aux dents, (d) Le soleil se lève à six heures, (e) Il sait tout mettre à profit.

11 State and illustrate the general rule for the comparison of adjectives. Mention and compare *two* adjectives that are exceptions to the rule.

12 Translate into French: (a) There are many people in the street, (b) I am glad that you did it, (c) No one has lost anything, (d) You were living at Toulon at the time, (e) Sit down by my side.

13 Write the masculine plural of *jolie*, *honnête*, *bonne*, *nouvelle*, *chère*.

14 Write the present active participle and the past participle of *rendre*, *servir*, *prendre*, *savoir*, *croire*.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *Trois fils d'or*, *Partant pour la Syrie*, *La petite mendiante*, *La tombe dit à la rose*.

High School Department

172D EXAMINATION

FRENCH—Second Year

Monday, January 27, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 12 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

TROIS MOUSQUETAIRES

L'hôte, en voyant un jeune homme suivi d'un laquais et de deux chevaux de main, s'avança respectueusement sur le seuil de la porte. Or, comme il avait déjà fait onze lieues, d'Artagnan jugea à propos de s'arrêter, que Porthos fût ou ne fût pas dans l'hôtel. Puis peut-être n'était-il pas prudent de s'informer du premier coup de ce qu'était devenu le mousquetaire. Il résulta de ces réflexions que d'Artagnan, sans demander aucune nouvelle de qui que ce fût, descendit, recommanda les chevaux à son laquais, entra dans une petite chambre destinée à recevoir ceux qui désiraient être seuls, et demanda à son hôte une bouteille de son meilleur vin et un déjeuner aussi bon que possible.—*Dumas*

cheval de main=led horse

3-4 Translate into English:

TARTARIN DE TARASCON

C'était un grand désert sauvage, tout hérissé de plantes bizarres, de ces plantes d'orient qui ont l'air de bêtes méchantes. Sous le jour discret des étoiles, leur ombre agrandie s'étirait par terre en tous sens. A droite, la masse confuse et lourde d'une montagne, l'Atlas peut-être! . . . A gauche, la mer invisible, qui roulait sourdement . . . Un vrai gîte à tenter les fauves . . .

Un fusil devant lui, un autre dans les mains, Tartarin de Tarascon mit un genou en terre et attendit . . . Il attendit une heure, deux heures . . . Rien! . . . Alors il se souvint que, dans ses livres, les grands tueurs de lions n'allaient jamais à la chasse sans emmener un petit chevreau qu'ils attachaient à quelques pas devant eux et qu'ils faisaient crier en lui tirant la patte avec une ficelle.—*Daudet*

gîte=lodging, *fauve*=deer, *chevreau*=kid, *ficelle*=string

5-6 Translate into English:

TOUR DU MONDE EN QUATRE-VINGTS JOURS

La locomotive siffla vigoureusement. Le mécanicien, renversant la vapeur, ramena son train en arrière pendant près d'un mille, reculant comme un sauteur qui veut prendre son

élan. Puis, à un second coup de sifflet, la marche en avant recommença: elle s'accéléra; bientôt la vitesse devint effroyable. On sentait, pour ainsi dire, que le train tout entier, marchant avec une rapidité de cent milles à l'heure, ne pesait plus sur les rails. La vitesse mangeait la pesanteur.

Et l'on passa! Et ce fut comme un éclair. On ne vit rien du pont. Le convoi sauta, on peut le dire, d'une rive à l'autre.

Mais à peine le train avait-il franchi la rivière, que le pont, définitivement ruiné, s'abîmait avec fracas dans le rapide de Medicine Bow.—*Verne*

convoi=train, *s'abîmer*=be swallowed up

7 Translate into French: *a*) The oldest of the princes was born in the hut of a peasant, *b*) I wish that you would leave me at your house, *c*) Sit down and let us talk the matter over, *d*) I do not doubt that you are right, *e*) He will know nothing of it.

8 Conjugate, in the singular, *admirer* in the present conditional active, *joindre* in the imperfect indicative active, *manger* in the imperfect indicative active, *voir* in the preterit (past definite) active, *s'abattre* in the present subjunctive.

9 Compare the French words meaning *good, well, bad, little, new*.

10 Translate into English: *a*) Je vous en réponds, *b*) Que c'est beau, *c*) Il est de ma connaissance, *d*) Il y a un siècle, *e*) Il n'est plus temps, *f*) Il était allé faire une promenade en mer, *g*) Vous voilà prévenu, *h*) Il se trouvait près de là, *i*) Mais aucune réponse ne vint, *j*) Il faisait enfin grand jour.

11 Explain the difference in use between the conjunctive and the disjunctive personal pronouns. Write French sentences illustrating *a*) two uses of the conjunctive personal pronouns, *b*) three uses of the disjunctive personal pronouns.

12 Translate into French: *a*) He was looking out of the window when a slight sound attracted his attention, *b*) Everybody is standing, waiting patiently for the service to begin, *c*) Come, we can wait no longer, *d*) He asked if I had time, *e*) He used to live in the United States.

13 Distinguish in meaning *a*) *venir à* with the infinitive and *venir de* with the infinitive, *b*) *laisser* with the infinitive and *laisser de* with the infinitive, *c*) *sauver* and *se sauver*, *d*) *temps* and *fois*, *e*) *tout à coup* and *tout d'un coup*.

14 Write all the infinitives and participles, active and passive, of *finir*. Conjugate the imperative active of *finir*.

15 Write from memory and translate at least 10 consecutive lines of one of the following: *Adieux de Marie Stuart*, *Le corbeau et le renard*, *Adieu*, *Le vase brisé*.

University of the State of New York
High School Department

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174TH EXAMINATION

FRENCH—Second Year

Monday, June 16, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

LE ROI DES MONTAGNES

Les études de ma jeunesse ont développé en moi une passion qui a fini par empiéter sur toutes les autres: c'est le désir de savoir, ou, si vous aimez mieux l'appeler autrement, la curiosité. Jusqu'au jour où je partis pour Athènes, mon seul plaisir avait été d'apprendre; mon seul chagrin, d'ignorer. J'aimais la science comme une maîtresse, et personne n'était encore venu lui disputer mon cœur. En revanche, il faut convenir que je n'étais pas tendre, et que la poésie et moi entraient rarement par la même porte. Je me promenais dans le monde, comme dans un vaste musée, la loupe à la main.—*About*

empiéter=encroach, *maîtresse*=sweetheart, *loupe*=magnifying-glass

3-4 Translate into English:

L'ABBÉ CONSTANTIN

Elles avaient déjà fait une promenade à pied, dans le parc. Elles se promettaient de faire, le lendemain, une longue promenade à cheval dans la forêt. Monter à cheval, c'était leur passion, leur folie! Et c'était aussi la passion de Jean, si bien qu'au bout d'un quart d'heure, on le priait d'être de cette promenade du lendemain. Il acceptait avec joie. Personne, mieux que lui, ne connaissait les environs: c'était son pays. Il serait si heureux de leur en faire les honneurs et de leur montrer une foule de petits endroits ravissants, que jamais, sans lui, elles ne sauraient découvrir!—*Halévy*

5-6 Translate into English:

MADemoiselle DE LA SEIGLIÈRE

Destournelles—La reconnaissance, monsieur, est pareille à cette liqueur d'orient, dont parlent les voyageurs, qui ne se conserve que dans des vases d'or; elle parfume les grandes

âmes et s'aigrit dans les petites. Au bout d'un an, il n'était pas plus question du vieux Stamply que s'il n'eût jamais existé. Il mourut oublié dans la maison du garde, où on l'avait relégué, sans proférer une plainte contre les ingrats qui l'avaient repoussé, heureux de quitter cette terre, si justement appelée le bas monde, et d'aller rejoindre là-haut sa femme et son fils dont il murmura le nom dans son dernier soupir.—*Sandeau*

7 Translate into French: (a) It was said that the republic could not last much longer, (b) If the river should rise, there would be no hope of escape, (c) Before you do this, reflect well, (d) When the days grow shorter, the birds will fly to the south, (e) Do so.

8 Translate into French: (a) It happened all of a sudden, (b) It is too bad, (c) There it is in front of you, (d) She lay down and slept till daybreak, (e) Come back and obey your father.

9 Conjugate, in the singular, *plaire* in the present subjunctive and the imperfect subjunctive, *aller* in the present indicative and the preterit (past definite) indicative, *rendre* in the imperative active.

10 Explain the following uses of *que*: as a relative pronoun, as an interrogative pronoun, as a means of avoiding the repetition of a preceding conjunction. Write and translate original French sentences illustrating each use.

11 Write the feminine of *père, frère, comte, duc, acteur, enchanteur, empereur, roi, ami, homme*.

12 State and illustrate *two* rules for the formation of adverbs. Compare *mal, peu*.

13 Write in French [Do not use figures]: quarter past nine, eleven o'clock, late in the afternoon, from midday to midnight.

14 Write the second person plural of *each* of the tenses of the indicative and of the subjunctive of *douter*. [Mention in each case the mode and tense.]

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *Adieu, La cigale et la fourmi, Chanson de Fortunio, La source*.

High School Department

172D EXAMINATION

FRENCH—Third Year

Monday, January 27, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 13 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

HORACE

Sabine—Flatteuse illusion, erreur douce et grossière,
Vain effort de mon âme, impuissante lumière,
De qui le faux brillant prend droit de m'éblouir,
Que tu sais peu durer, et tôt t'évanouir!
Pareille à ces éclairs qui, dans le fort des ombres,
Poussent un jour qui fuit et rend les nuits plus sombres,
Tu n'as frappé mes yeux d'un moment de clarté
Que pour les abîmer dans plus d'obscurité.
Tu charmais trop ma peine; et le ciel, qui s'en fâche,
Me vend déjà bien cher ce moment de relâche.
Je sens mon triste cœur percé de tous les coups
Qui m'ôtent maintenant un frère, ou mon époux.—*Corneille*
fort=depth

3-4 Translate into English:

LE MISANTHROPE

Arsinoé—Vous voyez, elle veut que je vous entretienne,
Attendant un moment que mon carrosse vienne;
Et jamais tous ses soins ne pouvaient m'offrir rien
Qui me fût plus charmant qu'un pareil entretien.
En vérité, les gens d'un mérite sublime
Entraînent de chacun et l'amour et l'estime;
Et le vôtre sans doute a des charmes secrets
Qui font entrer mon cœur dans tous vos intérêts.
Je voudrais que la cour, par un regard propice,
A ce que vous valez rendît plus de justice.
Vous avez à vous plaindre; et je suis en courroux,
Quand je vois chaque jour qu'on ne fait rien pour vous.
—*Molière*

5-6 Translate into English:

NOTRE DAME DE PARIS

Tout à coup il entendit craquer les ais de l'escalier de bois;
quelqu'un montait. La trappe se rouvrit; une lumière reparut.
Il y avait à la porte vermoulue de son bouge une fente assez

large; il y colla son visage. De cette façon il pouvait voir tout ce qui se passait dans la chambre voisine. La vieille à face de chat sortit d'abord de la trappe, sa lampe à la main; puis Phœbus retroussant sa moustache, puis une troisième personne, cette belle et gracieuse figure, la Esmeralda. Le prêtre la vit sortir de terre comme une éblouissante apparition. Claude trembla, un nuage se répandit sur ses yeux, ses artères battirent avec force, tout bruissait et tournait autour de lui; il ne vit et n'entendit plus rien.—*Hugo*

ais = plank, *vermoulu* = worm-eaten, *bouge* = closet, *coller* = glue

7 Translate into French: *Quatre-vingt-treize* presents an episode of the war in the Vendée. That terrible period is described forcibly and impartially. We perceive the poet through the novelist in that charming chapter in which two children play peacefully on while the castle in which they are shut is burning.

8 Write the third person singular of the future indicative and present subjunctive of *aller*, *s'asseoir*, *s'étonner*, *pouvoir*, *vivre*.

9 Write and translate a French sentence illustrating *each* of the following: *two* ways of avoiding the use of the passive voice, *two* uses of the present tense, the difference between the imperfect and preterit (past definite) tenses.

10 Translate into French: *a*) He is lost after all, *b*) They had to give themselves up, *c*) The king went by on horseback, *d*) That is all right, *e*) He began to work early in the morning, *f*) He went away slowly, *g*) For a long time he thought of it, *h*) He took a walk in the woods, *i*) Show him in, *j*) Remain there.

11 State *two* uses of the conditional mode, *three* uses of the subjunctive mode. Illustrate by original French sentences of at least six words each.

12 Write about 75 words on the life and works of *one* of the following: Molière, Sand, Dumas père.

13 Write in French a letter of at least 60 words, describing to your absent brother some event that has recently happened in your town.

14 Conjugate *suivre* interrogatively in the present indicative active and in the imperfect indicative active; *pouvoir* negatively in the future indicative active and in the present subjunctive active.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *L'écho*, *La mort de Jeanne d'Arc*, *Le chêne et le roseau*, *Mes bœufs*.

High School Department

174TH EXAMINATION

FRENCH—Third Year

Monday, June 16, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

ATHALIE

Josabeth—A vos sages conseils, seigneur, je m'abandonne.

Du jour que j'arrachai cet enfant à la mort,
Je remis en vos mains tout le soin de son sort;
Même, de mon amour craignant la violence,
Autant que je le puis j'évite sa présence,
De peur qu'en le voyant quelque trouble indiscret
Ne fasse avec mes pleurs échapper mon secret.
Surtout j'ai cru devoir aux larmes, aux prières,
Consacrer ces trois jours et ces trois nuits entières.
Cependant aujourd'hui puis-je vous demander
Quels amis vous avez prêts à vous seconder?
Abner, le brave Abner, viendra-t-il nous défendre?—*Racine*

3-4 Translate into English:

LE BOURGEOIS GENTILHOMME

Le maître à danser—Il y a plaisir, ne m'en parlez point, à travailler pour des personnes qui soient capables de sentir les délicatesses d'un art, qui sachent faire un doux accueil aux beautés d'un ouvrage, et, par de chatouillantes approbations, vous régaler de votre travail. Oui, la récompense la plus agréable qu'on puisse recevoir des choses que l'on fait, c'est de les voir connues, de les voir caressées d'un applaudissement qui vous honore. Il n'y a rien, à mon avis, qui nous paye mieux que cela de toutes nos fatigues; et ce sont des douceurs exquises que des louanges éclairées.—*Molière*

chatouiller=gratify

5-6 Translate into English:

LES MISÉRABLES

Voilà bien des années déjà que l'auteur de ce livre, forcé, à regret, de parler de lui, est absent de Paris. Depuis qu'il l'a quitté, Paris s'est transformé. Une ville nouvelle a surgi qui lui est en quelque sorte inconnue. Il n'a pas besoin de dire qu'il aime Paris; Paris est la ville natale de son esprit. Par suite des démolitions et des reconstructions, le Paris de sa

jeunesse, ce Paris qu'il a religieusement emporté dans sa mémoire, est à cette heure un Paris d'autrefois. Qu'on lui permette de parler de ce Paris-là comme s'il existait encore. Il est possible que là où l'auteur va conduire les lecteurs en disant: "Dans telle rue il y a telle maison," il n'y ait plus aujourd'hui ni maison ni rue.—*Hugo*

7 Translate into French: Le Sage did not proceed, as Cervantes would have done, to reform the bad taste of his compatriots. He did not exaggerate the faults that he sought to condemn. On the contrary he wrote a book, *Gil Blas*, every page of which is a masterpiece of naturalness and truth.

8 Write in French at least 75 words, outlining some French story that you have read.

9 Conjugate, in the plural, *vaincre* in the present indicative active, the future indicative active, the preterit (past definite) indicative active; *vouloir* in the present subjunctive active and the imperfect subjunctive active.

10 Distinguish in use (a) *ne . . . pas*, *ne . . . point*, (b) *Je ne peux* and *Je ne peux pas*. State the orthographic change that takes place in conjugation in the stem of *each* of the following: *mener*, *céder*, *jeter*, *manger*, *placer*, *payer*.

11 Translate into French: (a) He was there scarcely an hour before me, (b) Without saying anything the accused remained standing before his judge, (c) Sit down till you are rested, (d) We have lived here for three years, (e) Stay at our house for a week.

12 Mention *five* feminine terminations of nouns denoting inanimate objects. Write and translate nouns having the terminations mentioned.

13 Write in French about 75 words on the life, character and works of *one* of the following: *Racine*, *Voltaire*, *Mérimée*.

14 Write the masculine singular and the feminine singular of the past participle of *croître*, *absoudre*, *aller*, *souffrir*, *partir*.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *Le chêne et le roseau*, *Les souvenirs du peuple*, *La Marseillaise*, *L'écho*.

High School Department

170TH EXAMINATION

GERMAN—First Year

August 1901—Three hours, only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

EINE FRAGE

Das Meer und der Himmel und die lichte Sonne und alles, was schön und glänzend in der Nähe und Ferne, spiegelte sich in ihren Herzen und es war ihnen beiden, als vernähmen sie alles, was singt und klingt und lacht und jubelt, mit ihrem innern Ohr. Jedes von ihnen meinte in dem andern die ganze Welt mit all ihrer Lust und all ihrem Glück zu besitzen. Sie waren eins, ganz eins, und außer ihnen gab es nichts weiter, und so wurden sie für einander zu einer besondern seligen Welt, neben der alles andere Geschaffene ins Nichts sank.

3-4 Translate into English:

DEUTSCHE LIEBE

Die Kindheit hat ihre Geheimnisse und ihre Wunder—aber wer kann sie erzählen, und wer kann sie deuten? Wir sind alle durch diesen stillen Wunderwald gewandert—wir haben alle einst in seliger Betäubung die Augen geöffnet, und die schöne Wirklichkeit des Lebens überflutete unsere Seele. Da wußten wir nicht, wo wir waren und wer wir waren—da war die ganze Welt unser, und wir gehörten der ganzen Welt. Das war ein ewiges Leben—ohne Anfang und ohn' Ende—ohne Stillstand, ohne Schmerz. Im Herzen war es hell wie Frühlingshimmel, frisch wie Veilchenduft—still und heilig wie ein Sonntagsmorgen.

deuten = explain, *Betäubung* = confusion, *überfluten* = overflow

5-6 Translate into English:

DIE ALTE GOUVERNANTE

Ich muß dazu wohl ein wenig geseufzt haben, denn sie sah mich mit den guten freundlichen Augen eine Weile an und

sagte: "Ich bin ganz ruhig und heiter, Kindchen, denn alles ist fertig, und das übrige steht in Gottes Hand. Sollte es, wie mir meine Ahnung sagt, nicht glücklich ablaufen, so habe ich in den letzten acht Tagen so nach und nach, denn viel kann ich ja nicht leisten, wie du weißt, alles vorbereitet, dass niemand eine Last davon hat, und alles wie am Schnürchen gehen wird."

heiter = cheerful, *Ahnung* = presentiment, *ablaufen* = end, *leisten* = do, *Last* = burden

7 Translate into German:

a I came because you called me.

b There is still time for you to write.

c The sooner you go the better.

d What is your name?

e Who will meet you when you return?

8 Conjugate, in the singular, the present indicative of *mögen*, the imperfect indicative of *wachsen*, the present subjunctive active of *essen*, the imperfect subjunctive active of *arbeiten*. Write the imperative active of *sehen*.

9 Decline in the singular the German for *the green tree*; in the plural the German for *our best friends*.

10 Write the synopsis of *lieben* in the first person singular of the indicative and subjunctive passive. Mention in each case the name of the tense.

11 Write the principal parts of *ausbreiten*, *erfassen*, *schweigen*, *lesen*, *empfehlen*.

12 Compare *gut*, *gern*. Mention *two* ways in which adverbs may be formed and illustrate each.

13 Translate into German: a) We shall be there a week from today, b) He did it in order to please me, c) If you are wrong confess it, d) He told me about it only just now, e) Which is the street on which you live?

14 Mention *three* adjectives that are followed by the dative; *two* adjectives that are followed by the genitive. Write a complete German sentence illustrating each.

15 Write from memory and translate at least 10 consecutive lines of any German poem.

High School Department

171ST EXAMINATION

GERMAN—First Year

Tuesday, September 24, 1901—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

GUDRUN

Um dieselbe Zeit nun lebte in einem Lande ganz nahe bei König Hettels Land ein junger, mutiger König mit Namen Herwig. Auch er hatte von Gudrun gehört und wufste, wie schön sie war, und wollte sie sich zum Weibe gewinnen. Deshalb zog er eines Tages, von vielen stattlichen Rittern begleitet, nach dem Königshofe zu Norwegen hin und wurde daselbst gar freundlich empfangen und gebeten, er möge doch eine Weile verbleiben. Nun nahm Herwig an allen Ritterspielen teil, und König Hettel sowohl wie dessen Gemahlin, die Königin Hilde, fanden Wohlgefallen an dem jungen, tapfern König.

Wohlgefallen=pleasure

3-4 Translate into English:

DIE BOTEN DES TODES

Vor alten Zeiten wanderte einmal ein Riese auf der großen Landstrafse; da sprang ihm plötzlich ein unbekannter Mann entgegen und rief: "Halt! Keinen Schritt weiter!"—"Was," sprach der Riese, "du Wicht, den ich zwischen den Fingern zerdrücken kann, du willst mir den Weg vertreten? Es ist erstaunlich, was du keck redest. Wer bist du denn?" "Ich bin der," erwiderte der andere, "dem niemand widersteht. Wem ich befehle, der muß mir gehorchen, auch du; denn ich bin der Tod!"

Der Riese aber fing an mit dem Tode zu ringen. Es war ein langer, heftiger Kampf. Zuletzt schlug der Riese mit seiner Faust den Tod nieder, daß er neben einem Steine liegen blieb.

Bote=messenger, *Riese*=giant, *Landstrafse*=highway, *Wicht*=creature, *keck*=saucily, *ringen*=struggle

5-6 Translate into English:

ANFANG UND ENDE

Der Knabe zögerte. "Wer sind Sie denn?" fragte er.

"Ein alter Freund deiner Mutter. Du kannst mir schon die Hand geben, die Mutter hat nichts dagegen. So, das ist brav, mein Junge. Willst du mich einmal besuchen? Ich habe vier schöne Pferde. Und eine kleine Flinte schenke ich dir und nehme dich mit auf die Jagd, und wenn du deinen ersten Hasen geschossen hast, bringst du ihn der Mutter."

Die Augen des Knaben funkelten. Dann wurde er plötzlich nachdenklich und sagte: "Ich käme gern zu Ihnen, aber ich muß in die Schule. Nur heute noch habe ich frei, und eben fragten mich die beiden Söhne des Direktors, ob ich mit ihnen vor die Stadt will, einen Drachen steigen zu lassen."

zögern = hesitate, *Flinte* = gun, *nachdenklich* = thoughtful, *einen Drachen steigen lassen* = fly a kite

7 Translate into German: *a)* Next week I shall see the child of whom you speak, *b)* He said that he had never heard of such a book, *c)* We went at once to the city, *d)* He permitted me to come into the garden, *e)* Look at that tall soldier.

8 Conjugate, in the singular, the present indicative of *sich erinnern*, the pluperfect indicative of *sein*, the imperfect subjunctive active of *reden*, the future subjunctive passive of *gehören*, the perfect indicative passive of *rufen*.

9 Decline, in the singular, *der größere Vogel*, *ein*, *du*.

10 Write the synopsis of *haben* in the third person singular of the active voice.

11 Write the principal parts of *brennen*, *wachsen*, *pflanzen*, *liegen*, *schreiben*.

12 Compare *viel*, *hoch*, *hart*. Write the second and the third person singular of the present indicative active of *helfen*, *lesen*.

13 Mention *three* prepositions that are followed by *either* the dative *or* the accusative; *two* prepositions that are followed by *either* the genitive *or* the dative. Illustrate each by an original German sentence.

14 Translate into German: *a)* In the evening I take a drive, *b)* She is tired and homesick, *c)* It is half past twelve, *d)* You have my word for it, *e)* I have said so many a time.

15 Write from memory and translate 10 consecutive lines of any German poem.

High School Department

172D EXAMINATION

GERMAN—First Year

Tuesday, January 28, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

KAISER WILHELM I

Kaiser Wilhelm I wurde am 22. März 1797 geboren. Er war immer fleißig beim Studieren und machte seinen Eltern und Lehrern viel Freude. Seine Dankbarkeit gegen seine Lehrer sieht man aus einem Briefe, welchen er 1809 an seinen früheren Lehrer Zeller in Königsberg schrieb. Dieser Brief ist ferner interessant als das älteste vorhandene Schreiben des Kaisers. Er sagte: "Lieber Vater Zeller! Ich danke dir von ganzem Herzen für das Gute, das du mir erwiesen hast. Ich denke oft mit Freuden an die Tage, die wir in deiner Schule zugebracht haben, und besonders an den letzten. Ich bitte dich, die ganze Schule zu grüßen. Lebe wohl, lieber Vater! Dein dich liebender Sohn Wilhelm."

ferner=besides, *vorhanden*=extant, *zubringen*=spend

3-4 Translate into English:

DIE CHRISTWURZ

Die Sonne war bereits untergegangen, nur die Spitzen der Berge glänzten noch rotgolden, im Thal hatte die Dämmerung bereits ihre grauen Nebeltücher über die Schneefelder gebreitet. Kein lebendes Geschöpf war sichtbar, nur zwei Krähen zogen mit langsamen Flügelschlägen waldeinwärts. Ganz in der Ferne schimmerte ein Licht durch den Nebel, das kam von den erleuchteten Fenstern der Klosterkirche, und dem Lichtschein nach über den knirschenden Schnee schritt die Mutter mit angsterfülltem Herzen.

Christwurz=Christmas rose, *Nebeltuch*=garment of mist, *Geschöpf*=creature, *Krähe*=crow, *knirschen*=creak

5-6 Translate into English:

DEUTSCHE LIEBE

Die Wolken am Himmel der Kindheit dauern nicht lange, und nach einem kurzen, warmen Thränenregen sind sie verschwunden. So war ich bald wieder auf dem Schlosse, und die Fürstin gab mir ihre Hand, die ich küssen durfte, und dann brachte sie ihre Kinder, die jungen Prinzen und Prinzessinen, und wir spielten zusammen, als hätten wir uns schon seit Jahren gekannt. Das waren glückliche Tage, wenn ich nach der Schulzeit—denn ich ging nun schon in die Schule—auf das Schloß gehen durfte, um zu spielen.

dauern=last

7. Translate into German: *a)* Come to me at half past five, *b)* I should like to talk to you, *c)* If you wish, he will go with you, *d)* The boy will be praised by his teacher, *e)* Why do you not wait till it stops raining?

8 Conjugate, in the singular, the imperfect indicative active and the imperfect subjunctive active of *nehmen*, the future indicative active of *beginnen*, the present indicative passive of *geben*, the pluperfect indicative passive of *sagen*.

9 Indicate the gender and the accent of each of *five* of the following nouns: *Soldat, Leben, Freundin, Schmeichelei, Professor, Antwort, Apfelbaum, Gelegenheit*.

10 Decline, in the singular, *der schöne Tag*; in the plural, *unser kleines Pferd*.

11 Write the principal parts of *reiten, einfallen, geschehen, rufen, waschen*.

12 Write the synopsis of *mögen* in the third person singular.

13 Translate into English: *a)* Er weiß nicht was er will, *b)* Die Schuld liegt nicht an mir, *c)* Ich bin Ihnen sehr dankbar, *d)* Dies bleibt noch zu thun, *e)* Was kann ich dafür?

14 Write original German sentences containing *a)* an indeclinable word, *b)* a possessive pronoun used substantively, *c)* an ordinal numeral, *d)* a subjunctive of wish, *e)* an infinitive used substantively.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *Der Wirtin Töchterlein, Schwertlied, Sinnsprüche, Du, du, liegst mir am Herzen*.

High School Department

173D EXAMINATION

GERMAN—First Year

Wednesday, March 26, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

DAS MÄRCHEN OHNE ENDE

Das Kind wufste nicht recht, was es zu allem dem sagen sollte; sinnend ging es zurück, legte sich in sein Bettchen und träumte die ganze Nacht von dem Meer und den Sternen und dem dunklen Berge. Der Mond aber betrachtete gar zu gerne das schlummernde Kind, wie es mit dem Köpflein auf das rechte Aermchen sanft hingelehnt dalag. Er blieb lange vor dem kleinen Fenster stehen und ging nur zögernd weiter, um auch einigen Kranken das dunkle Kämmerlein zu erhellen. Wie nun des Mondes sanftes Licht auf des Kindes Augen ruhte, kam es ihm vor, als sitze es in einem goldenen Kahne auf einem großen, großen Wasser.

betrachten = look at, *hinlehnen* = rest on, *zögern* = linger, *Kammer* = room

3-4 Translate into English:

VOM UNSICHTBAREN KÖNIGREICHE

Darauf ging der König der Träume voran und Jörg folgte ihm. Als sie an die Stelle kamen, wo die Wolken auf die Erde hingen, wies der König auf eine Fallthüre, welche so versteckt im Busch lag, daß sie gar nicht zu finden war, wenn man es nicht wufste. Er hob sie auf und führte seinen Begleiter fünfhundert Stufen hinab in eine hell erleuchtete Grotte, welche sich meilenweit in wunderbarer Pracht hinzog. Es war unsäglich schön! Da waren Schlösser auf Inseln mitten in großen Seen, und die Inseln schwammen umher wie Schiffe.

Fallthüre = trapdoor, *Stufe* = step, *erleuchten* = light up, *sich hinziehen* = extend

5-6 Translate into English:

DER BRENNENDE WALD

In tiefen Thälern war es noch ruhig, da hörte man nichts als das leise Flüstern der hohen Tannen, aber der nächtliche Himmel war rosig und zuweilen flog hoch oben ein Feuerdrache

dahin. Dann wieder kam eine zwitschernde Vogelschar und die heimatlosen Tierchen schossen planlos umher, und die Rehe und Hirsche kamen erschreckt heran zu den Menschenwohnungen.

"Wie diesen Tieren geht's uns allen!" klagte ein Weib; "keine Menschenmöglichkeit, dafs der Wald gerettet wird—alles brennt, alles brennt!"

Drache = dragon, *zwitschern* = twitter, *Schar* = flock, *Reh* = doe

7 Translate into German:

a You must not have such a coat made.

b I am going to meet my little sister.

c Last Thursday it snowed all day.

d Why do you boast of your money?

e Did you not believe me?

8 Conjugate, in the singular, the present indicative of *schlafen*, the imperfect indicative active of *empfehlen*, the imperfect subjunctive active of *tragen*, the present conditional active of *reisen*, the perfect indicative passive of *finden*.

9 Write the synopsis of *thun* in the third person singular of the indicative and subjunctive active.

10 Write, with article, the nominative and genitive singular and the nominative plural of the German words for *tree*, *man*, *boy*, *flower*, *garden*.

11 Decline, in the singular, *der schwarze Hund*, *ein schwarzer Hund*, *schwarzer Hund*.

12 Write the principal parts of *sprechen*, *aussehen*, *treffen*, *genießen*, *lassen*.

13 Translate into English: *a*) Es geht mir zu Herzen, *b*) Ich esse lieber weißes Brot als schwarzes, *c*) Er kann nicht weiter, *d*) Sie warten nun schon drei Stunden, *e*) Es ist mir darum zu thun.

14 Translate into German: *a*) That may be too hard, *b*) He is proud of his new book, *c*) I can not help thinking of her, *d*) Do not go into the garden alone, *e*) Surely you are not afraid of the dog?

15 Write from memory and translate *one* of the following: *Vergiftmeinnicht*, *Du bist wie eine Blume*, 10 consecutive lines of either *Sinnsprüche* or *Die Lorelei*.

High School Department

174TH EXAMINATION

GERMAN—First Year

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

DES BLINDEN KINDES BILDERBUCH

Als der Knabe erwachte, bat er seine Mutter, sie möge ihn doch in den Himmel gehen lassen, damit er des Engels schöne Bilder alle sehen könne. Die Mutter weinte bitterlich und wollte ihn nicht von sich lassen, er bat aber so lange, bis sie es endlich erlaubte. Als es Nacht wurde, kam der Engel zum dritten Male und sah noch viel schöner und freundlicher aus als vorher. Er küßte den Kleinen auf beide Augen, indem er sprach: "Nun sieh dir dein Mütterchen an und nimm Abschied von ihr." Der blinde Knabe blickte um sich, erkannte seine Mutter, die er noch nie gesehen hatte und lächelte ihr freundlich zu.

erwachen=awake, *Abschied*=leave

3-4 Translate into English:

TAGEBUCH EINES ARMEN FRÄULEINS

Ich saß mit der Tante am offenen Fenster, es war dämmerig, der Abendstern stand am lichten Himmel, der Mond stieg voll und golden über dem feinen Buchengezweig hinauf, der Kinder Lärmen tönte vom Dorf herüber, mir war zu Mut, ich weiß nicht wie. Ich hatte nicht Ruhe in der Stube, ich hätte mögen in den Frühlingsabend hinaus, mit den Kindern lärmern, oder allein unter der Buche sitzen und nach dem Abendstern schauen. Die Tante war erst schweigsam. Du wirst wahrlich dem Trinchen ähnlich, sagte sie dann. Das freut mich! entgegnete ich.

Tagebuch=diary, *Buche*=beech-tree, *Trinchen*=Kitty

5-6 Translate into English:

WAS SICH DER WALD ERZÄHLT

Was wir dem Winter zu Leide gethan haben, daß er uns armen Blumen so gar gram ist, das kann ich euch nicht sagen, und darüber sind die Meinungen sehr verschieden. Das nur

steht fest, dafs er uns nicht leiden kann, und nicht eher ruht, als bis er uns alle von der Erde vertrieben hat. Aber sein Reich dauert ja auch nicht ewig, und nach ihm kommt unser bester Freund, der Frühling. Der sieht sich nun ganz betrübt um, wenn von allen den bunten Kindern, die er beim Scheiden dem Sommer empfohlen hat, keins mehr da ist, und mufs sein Haar in lange graue Schleier hüllen, weil er noch kein Blümchen oder Blatt hat, sich einen Kranz zu flechten.

gram=hostile, *Meinung*=opinion, *dauern*=last, *empfehlen*=recommend, *Schleier*=veil, *hüllen*=wrap

7 Translate into German:

a We shall wait till a quarter past ten.

b It may be found before they come.

c Please let me go with you.

d He has not yet begun to sing.

e Promise me to do as I say.

8 Conjugate, in the singular, the present indicative and the present subjunctive of *mögen*, the imperfect indicative of *fortgehen*, the present conditional active of *hoffen*, the pluperfect subjunctive of *leben*.

9 Write the synopsis of *brechen* in the third person singular of the indicative and subjunctive active.

10 Decline *unsre grosse Nation* in the singular, *dieser warme Tag* in the plural, *Herz* in both singular and plural.

11 State *two* ways in which adjectives may be compared and illustrate each. Write in the third person, singular and plural, the present indicative of *gelten* and of the modal auxiliary *wollen*.

12 Write the principal parts of *reden*, *laufen*, *stechen*, *spazieren*, *gelingen*.

13 Translate into German: (*a*) He is weak from hunger, (*b*) It happened a very long time ago, (*c*) I always get up early in the morning, (*d*) It would be worth the trouble, (*e*) He whom I command must obey.

14 Write and translate original German sentences of at least *six* words each, using correctly the following words: *hinein*, *herein*, *man*, *Mann*, *was für ein*.

15 Write from memory and translate 10 consecutive lines of one of the following: *Das Schloß am Meere*, *Schwertlied*, *Heidenröslein*, *Der gute Kamerad*.

High School Department

171ST EXAMINATION

GERMAN—Second Year

Wednesday, September 25, 1901—9.15 a.m. to 12.15 p.m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

WAS DER HAUSSCHLÜSSEL ERZÄHLTE

“Ich habe nie einen hübscheren Jungen gekannt,” begann der Erzähler, “als den, von dem ich jetzt berichten will. Alle Welt hatte ihn gern, und so auch ich, obwohl ich durch ihn mehrmals in eine recht bedenkliche Lage gekommen bin. Damals war er noch ein Knabe von etwa zehn Jahren und schaute mit einem Paar großer brauner Augen schelmisch in die Welt hinein. Ich stand im Dienst seiner Eltern, war aber mit dem lustigen Willy noch nie in Berührung gekommen. Um so freudiger war ich überrascht, als mich der kleine Bursche eines Tages vom Nagel nahm, in seine Tasche steckte und in’s Freie trug.”—*Baumbach*

bedenklich=trying, *schelmisch*=roguishly, *Berührung*=contact

3-4 Translate into English:

HÖHER ALS DIE KIRCHE

Für ihn und Maili war keine Rettung, keine Hoffnung mehr! Immer sah er das todesbleiche, geliebte Mädchen vor sich, das er nicht mehr berühren durfte, und Schmerz, Verlangen und Wut erpreßten dem sonst so starken Mann heiße unaufhalt-same Thränen. Er begrub die schweißsbedeckte Stirn in den Händen und schluchzte wieder wie vor Jahren hilflos wie ein Kind: “O mein Kaiser, mein Kaiser, warum bist du mir gestorben?” Aber diesmal war Maili nicht da, um ihm zu sagen, daß Gott bei ihnen sei, und keine Künstlervision richtete ihn wie damals mit stolzen Hoffnungen auf.—*von Hillern*

berühren=touch, *Wut*=rage

5-6 Translate into English:

DIE VIERZEHN NOTHELFER

Ein andermal war Konrad den ganzen Tag im Wald umhergestrichen, meilenweit von der Stadt. Da sah er den Herrn

von Haltenberg mit seinem Hund seitab in den Tannen. Er hätte sich unbemerkt davonschleichen können. Doch das fiel ihm gar nicht ein; höchst treuherzig trat er vor den Alten, grüßte ihn und sprach: "Ihr jagt auf Hirsche, und ich jage auf Verse; sie schwärmen mir wie Bienen im Kopf und wollen nur eingefangen sein; seit Sonnenaufgang irre ich von Hag zu Hag und mache die schönsten Gedichte. Nirgends dichtet sich's besser als im Wald!"—*Riehl*

treuherzig=confidently, *Hag*=meadow

7 Translate into German: *a*) I shall be at home before the sun sets, *b*) Tell me how it happened, *c*) I heard him singing as he went away, *d*) He wrote rapidly in order to lose no time, *e*) He will give you a book because you are good.

8 Conjugate, in the singular, the present indicative active of *wachsen*, the imperfect indicative of *bleiben*, the present subjunctive of *wandern*, the future indicative passive of *finden*, the imperfect subjunctive passive of *lieben*.

9 Write the principal parts of *schreiben*, *auslachen*, *heissen*, *berichten*, *schelten*.

10 Write the synopsis of *loben* in the third person singular of the indicative and subjunctive, active and passive. Mention in each case the name of the tense.

11 Translate into English: *a*) Der Frühling war im Anzug, *b*) Man spricht stark davon, *c*) Er hat gut reden, *d*) Er bringt mich mit seinem Bruder in Bekanntschaft, *e*) Wie ist Ihnen zu Mute?

12 Mention *three* uses of the infinitive; *two* uses of the present tense. Write an original German sentence illustrating each.

13 Translate into German: *a*) Whenever I call her she runs away, *b*) He is not so old as you think, *c*) I don't know how he lives, *d*) Today is the twenty fifth of September, *e*) Is this the pencil that you want?

14 Write and translate original German sentences of at least *six* words each, containing *three* of the following: *a*) a reflexive verb, *b*) an indeclinable word, *c*) a cognate accusative, *d*) an adverbial genitive, *e*) a condition.

15 Write from memory and translate 10 consecutive lines of any German poem.

High School Department

172D EXAMINATION

GERMAN—Second Year

Monday, January 27, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 13 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

DAS KALTE HERZ

“Und hab' ich mein Herz verkauft,” schrie Peter, “so ist niemand daran schuld, als du, und deine betrügerischen Schätze; du tückischer Geist hast mich in's Verderben geführt, mich getrieben, daß ich bei einem Andern Hilfe suchte, und auf dir liegt die ganze Verantwortung.” Aber kaum hatte er dies gesagt, so wuchs und schwoll das Glasmännlein und wurde hoch und breit, und seine Augen sollen so groß gewesen sein, wie Suppenteller, und sein Mund war wie ein geheizter Backofen, und Flammen blitzten daraus hervor. Peter warf sich auf die Kniee, und sein steinernes Herz schützte ihn nicht, das nicht seine Glieder zitterten, wie eine Espe.—*Hauff*

betrügerisch=deceitful, *tückisch*=tricky, *Espe*=aspen

3-4 Translate into English:

ALLE FÜNF

Der Doktor war an das Fenster getreten und blickte hinaus in die stille Strafe, und die Doktorin strickte so eifrig an ihrem Strumpf, als müsse er heute noch fertig werden. Erst nachdem alles im Nebenzimmer still geworden, winkte der Doktor seiner Frau, mit ihm hineinzutreten. Eine rührende Gruppe bot sich ihnen dar. Die vier ältesten Kinder waren aus ihren zwei Betten in eins zusammengekrochen, und wie sie in ihrem Schmerz sich gegenseitig fest umklammert hatten, noch die Thränen auf den Wangen, so hatte der Schlaf sie überrascht. “Arme Kinder!” flüsterte der Doktor.—*Stöckl*

5-6 Translate into English:

IMMENSEE

Draußen auf der Strafe war es tiefe Dämmerung; er fühlte die frische Winterluft an seiner heißen Stirn. Hie und da fiel der helle Schein eines brennenden Tannenbaums aus den Fenstern, dann und wann hörte man von drinnen das Geräusch von kleinen Pfeifen und Blechtrompeten und dazwischen ju-

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belnde Kinderstimmen. Scharen von Bettelkindern gingen von Haus zu Haus, oder stiegen auf die Treppengeländer und suchten durch die Fenster einen Blick in die versagte Herrlichkeit zu gewinnen. Mitunter wurde auch eine Thür plötzlich aufgerissen, und scheltende Stimmen trieben einen ganzen Schwarm solcher kleinen Gäste aus dem hellen Hause auf die dunkle Gasse hinaus.—*Storm*

Blech=tin, *Schar*=troop

7 Translate into German: *a*) That is not to be thought of for a moment, *b*) Whoever you are, go away at once, *c*) You could never make me believe such a tale, *d*) The harder you work the more tired you become, *e*) Could I have done otherwise? Tell me that.

8 Write the second person, singular and plural, of *a*) the present indicative of *dürfen*, *b*) the present subjunctive of *dürfen*, *c*) the imperfect subjunctive of *fliegen*, *d*) the perfect indicative passive of *essen*, *e*) the perfect subjunctive passive of *essen*.

9 Write the principal parts of *bieten*, *empfehlen*, *mögen*, *sterben*, *schleichen*.

10 Write the synopsis of *können* in the third person singular.

11 Translate into English: *a*) Ich habe ihn seit langer Zeit in Verdacht, *b*) Der König lebt auf einem grossen Fusse, *c*) Wir kennen sie nur von Ansehen, *d*) Die Sage liegt mir immer im Sinne, *e*) Immer schlägt er sich mit seinen eigenen Worten.

12 How is the future passive participle (gerundive) formed? Write and translate an original German sentence illustrating its use.

13 Translate into German: *a*) He came running to meet me, *b*) Not till night did he confess his fault, *c*) I shall be pleased to do it the day after tomorrow, *d*) He is said to be very faithful, *e*) Today you will not see them, but perhaps tomorrow you will.

14 Mention a simple verb. Give *two* compounds of this verb, showing in each case the force of the prefix. Write and translate original German sentences containing the *three* verbs mentioned.

15 Write from memory and translate 10 consecutive lines of *one* of the following: *Das Veilchen*, *Wunsch*, *Der Handschuh*, *Die Grenadiere*.

High School Department

174TH EXAMINATION

GERMAN—Second Year

Monday, June 16, 1902—9.15 a. m. to 12.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

DER SPIEGEL DES CYPRIANUS

Nachdem der Spiegel aufgestellt war, und die Träger sich entfernt hatten, setzte die Alte sich wieder an die Seite des Bettes. "Ein Wunder muß geschehen!" sprach sie vor sich hin. Dann saß sie mit geschlossenen Augen wie ein steinern Bild; unsichtbar aber kämpften in ihr Furcht und Hoffnung. Sie harnte auf die Rückkunft der Gräfin; aber wie lang mußte sie noch warten, bis der Schlaf die ganz verwachte Frau verlassen haben würde.

Da that sich die Thür auf, und die Gräfin trat herein. "Es hat mich nicht schlafen lassen, Amme," sagte sie; "verzeih' es mir! Du bist so treu und gut, und verständiger wohl als ich."—*Storm*

verwachen=wear out

3-4 Translate into English:

BRIGITTA

Tags darauf war der Rittmeister anders geworden und ich auch.

Als ich beim Erwachen dran dachte, wen ich zu pflegen habe, meinte ich wieder, ich könne es nicht und dürfe es nicht; ich könnte auch keine treue Pflegerin eines Menschen sein, den ich in Grund und Boden hinein verfluche. Ich habe bisher meine Pflicht gethan, jetzt müßte ich ungetreu an meiner Pflicht werden. Das muß ich dem Professor sagen. Und wieder dachte ich, was geht's dich an, wer der Kranke ist? Und er ist ja gestraft; man muß doch Erbarmen mit ihm haben, und er ist ja doppelt elend, blind mit einem bösen Gewissen.

5-6 Translate into English:

—*Auerbach*

WILHELM TELL

Stauffacher—Jetzt gehe jeder seines Weges still
Zu seiner Freundschaft und Genosssame.

Wer Hirt ist, wintre ruhig seine Herde
 Und werb' im Stillen Freunde für den Bund.
 — Was noch bis dahin muß erduldet werden,
 Erduldet's! Laßt die Rechnung der Tyrannen
 Anwachsen, bis ein Tag die allgemeine
 Und die besondere Schuld auf einmal zahlt.
 Bezähme jeder die gerechte Wut,
 Und spare für das Ganze seine Rache.— *Schiller*
bezähmen=restrain

7 Translate into German: (a) You may read those books if you can, (b) Do not rely on his promises, (c) You must wait if you wish to speak to him, (d) Though you do not believe me, I speak the truth, (e) To do my duty is my highest wish.

8 Translate into German: (a) At sunset we must be beyond the river, (b) In order to live right, we must think right, (c) I shall not answer this letter without telling you, (d) Ask him what he is afraid of, (e) Where were you when I took a walk?

9 Conjugate, in the singular, the present indicative of *wachsen*, the imperfect indicative active of *genießen*, the present subjunctive of *müssen*. Write the participles and the infinitives of *gehen*.

10 Write the synopsis of *anfangen* in the second person singular of the indicative and subjunctive active.

11 Give the principal parts of *begleiten*, *bitten*, *heissen*, *davonlaufen*, *sprießen*.

12 Translate into English: (a) Es ist um rasend zu werden, (b) Bei der Sache ist ein Aber, (c) Sie stehen im guten Andenken bei ihm, (d) Er macht viel Redens davon, (e) Ich kann nicht damit zurecht kommen.

13 Mention the word from which *each* of the following is derived and explain the derivation of each: *Bund*, *Gärtner*, *Antwort*, *Ursprache*, *Fremdling*.

14 Write and translate original German sentences of at least *six* words each, using correctly the following words: *derselbe*, *manch*, *genug*, *darauf*, *was*.

15 Write from memory and translate either *Wandrer's Nachtlied* or the last 10 lines of *one* of the following: *Die Hoffnung*, *Die Riesen und die Zwerge*, *Die Wacht am Rhein*.

High School Department

172D EXAMINATION

GERMAN—Third Year

Monday, January 27, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 14 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

IPHIGENIE AUF TAURIS

Pylades—O süsse Stimme! Vielwillkommner Ton

Der Muttersprach' in einem fremden Lande!
 Des väterlichen Hafens blaue Berge
 Seh' ich Gefangner neu willkommen wieder
 Vor meinen Augen. Laß dir diese Freude
 Versichern, daß auch ich ein Grieche bin!
 Vergessen hab' ich einen Augenblick,
 Wie sehr ich dein bedarf, und meinen Geist
 Der herrlichen Erscheinung zugewendet.
 O sage, wenn dir ein Verhängnis nicht
 Die Lippe schließt, aus welchem unsrer Stämme
 Du deine göttergleiche Herkunft zählst.—*Goethe*

3-4 Translate into English:

MARIA STUART

Maria—Ich bin die Schwache, sie die Mächt'ge.—Wohl,

Sie brauche die Gewalt, sie tödte mich,
 Sie bringe ihrer Sicherheit das Opfer.
 Doch sie gestehe dann, daß sie die Macht
 Allein, nicht die Gerechtigkeit geübt.
 Nicht vom Gesetze borge sie das Schwert,
 Sich der verhafsten Feindin zu entladen,
 Und kleide nicht in heiliges Gewand
 Der rohen Stärke blutiges Erkühnen.
 Solch Gaukelspiel betrüge nicht die Welt!—*Schiller*
Gaukelspiel=juggling

5-6 Translate into English:

MINNA VON BARNHELM

Werner—Es lernt sich wohl. Man kann heut zu Tage mit seinem Gelde nicht vorsichtig genug sein.—Darnach hatte ich noch was an Sie zu bestellen, Herr Major; von der Rittmeisterin Marloff; ich kam eben von ihr her. Ihr Mann ist Ihnen ja vierhundert Thaler schuldig geblieben; hier schickt sie Ihnen auf Abschlag hundert Ducaten. Das Uebrige will sie künftige Woche schicken. Ich möchte wohl selber Ursache sein, daß

sie die Summe nicht ganz schickt. Denn sie war mir auch ein Thaler achtzig schuldig; und weil sie dachte, ich wäre gekommen, sie zu mahnen—wie's denn auch wohl wahr war—so gab sie mir sie, und gab sie mir aus dem Röllchen, das sie für Sie schon zurecht gelegt hatte.—*Lessing*

7 Translate into German: In the first years of his reign, King Alfred is said to have conducted himself haughtily toward his subordinates and to have dismissed their complaints roughly. St Neot, his kinsman, was deeply grieved over this and predicted future misfortune. But Alfred paid no heed till he was driven from his throne.

8 Translate into English: *a)* Er kennt sich nicht vor Wut, *b)* Morgen hoffe ich sie wird in sich gehen, *c)* Sie legten die Sache an den Tag, *d)* Das soll ihm teuer zu stehen kommen, *e)* Wir müssen sogleich vor die Hand nehmen, *f)* Ich gebe meinen Willen dazu, *g)* Der Name thut nichts zur Sache, *h)* Er war gerade bei Laune, *i)* Was schreiben wir heute? *j)* Warum steht er sich selbst im Lichte?

9 Write in German about 75 words on the life and works of Schiller *or* of Uhland.

10 Mention *three* uses of *es* and write and translate original German sentences illustrating these uses.

11 Write in German a letter of about 75 words to a friend, telling him how you spent your Christmas vacation.

12 Translate into German the following sentences illustrating the use of tenses in indirect discourse: *a)* He says that he will go, *b)* He believes that I am right, *c)* He said that he was ill, *d)* He said that he had been ill, *e)* He said that he would remain at home.

13 Distinguish in meaning *reden, sprechen* and *sagen; rennen* and *laufen*. Use each of these words in an original German sentence.

14 Translate into German: When some one, before the battle of Narva, told Charles 12 of Sweden that the numbers of the enemy were as three to one, he replied, "I am glad to hear it; then there will be enough of them to kill, enough to make prisoners and enough to put to flight."

15 Write from memory and translate 10 consecutive lines of *one* of the following: *Mein Vaterland, Des Sängers Fluch, Belsazar, Der Schnitter Tod.*

High School Department

174TH EXAMINATION

GERMAN—Third Year

Monday, June 16, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

DER NEFFE ALS ONKEL

Champagne (allein)—Da bin ich nun allein!—Freund Champagne, du bist ein Dummkopf, wenn du deine Unbesonnenheit von vorhin nicht gut machst—Dem Onkel die ganze Karte zu verraten! Aber laß sehen! Was ist da zu machen? Entweder den Onkel oder den Bräutigam müssen wir uns auf die nächsten zwei Tage vom Halse schaffen, sonst geht's nicht—Aber wie ist's da anzufangen?—Wart'—Laß sehen—(Nachsinnend) Mein Herr und dieser Herr von Lormeuil sind zwar als ganz gute Freunde auseinandergegangen; aber es hätte doch Händel zwischen ihnen setzen können! Können, das ist mir genug!

—Schiller

3-4 Translate into English:

DANKSAGUNG

Allen Freunden, die an der durch den Herrn Professor mir überreichten Gabe sich beteiligt haben, sage ich, zugleich im Namen meiner Familie, unsern allerwärmsten Dank. Nicht nur die alle Erwartung übertreffende Höhe der Gabe, sondern auch die Beteiligung aus allen Kreisen des höheren Lehrstandes, aus allen Staaten des Reiches, hat mich mit unaussprechlicher Freude, mit nie erlöschender Dankbarkeit erfüllt.

Danksagung=acknowledgment

5-6 Translate into English:

UHLAND

Zu Ende des Jahres 1812 wurde Uhland als Sekretär beim Justizministerium in Stuttgart angestellt und hat nun seinen Wohnsitz siebzehn Jahre lang in der Landeshauptstadt gehabt. In der amtlichen Thätigkeit blieb er freilich nur kurz. Sie war in keiner Weise erquicklich für ihn. Der Zwiespalt zwischen seinen Ansichten und dem bureaukratischen und autokratischen

Regiment, in dessen Dienst er stand, verbitterte ihm seine Thätigkeit. Es kam das Jahr 1813, in welchem Uhlands Landsleute gegen die deutschen Brüder im Feld standen; es kam aber auch der Anschluß der Württemberger an die Verbündeten und ihr rühmlicher Anteil an dem Kampf unter dem Kronprinzen Wilhelm.—*Fischer*

7 Translate into German: Ludwig Uhland was born in Tübingen on April 26, 1787. His grandfather was a highly esteemed professor in the university which gives to the whole town its character. His father was not less closely connected with the same university. The gift of poetry was his inheritance from his mother.

8 Translate into German: King Henry the Fourth of France was preparing for war; no one knew against whom. Finally one of his courtiers said to him, "With whom are you going to fight?" "Can you be silent?" asked the king. "Assuredly, Your Majesty." "So can I," said the king, and left him standing.

9 Write and translate original German sentences containing five of the following idioms: *machen lassen, etwas dagegen haben, daran sein, anders werden, in Furcht setzen, in Erfüllung gehen, aus den Augen kommen.*

10 Write in German about 75 words on the life and works of Goethe or of Körner.

11 Distinguish in meaning the words in the following pairs and write and translate original German sentences, using correctly each word: *Arbeit, Werk; viele, manche; Wollen, Wille; leben, wohnen; schlafen, einschlafen.*

12 Write in German a letter of at least 60 words, accepting an invitation to visit a friend during the summer vacation.

13 Give five rules relating to word order in the sentence. Write original German sentences illustrating the rules mentioned.

14 Write and translate German sentences illustrating the following: (a) two ways of avoiding the passive voice, (b) two uses of the present tense, (c) the difference in meaning between the modal auxiliaries *dürfen* and *können*.

15 Write from memory and translate 10 consecutive lines of one of the following: *Gebet während der Schlacht, Reiters Morgengesang, Der Schnitter Tod, Gesang der Geister über den Wassern.*

High School Department

172D EXAMINATION

SPANISH—First Year

Tuesday, January 28, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

VÍAS DE COMUNICACIÓN

En nada ha habido un cambio tan grande en los tiempos modernos como en las vías de comunicación. Hace pocos años la manera más cómoda de viajar por tierra era á caballo, en coche, en litera ó en silla de manos. Entonces se consideraba un buen día de camino lo que ahora se hace solamente en una hora, con todas las comodidades que ofrecen los ferrocarriles de hoy. Los palacios flotantes que llevan en estos tiempos miles de pasajeros, y que se llaman, unos vapores de río y otros trasatlánticos, no los imaginaron nuestros antepasados ni en sus más atrevidas concepciones.

silla de manos=sedan-chair, *antepasado*=ancestor

3-4 Translate into English:

MANILA

Donde se encuentra hoy la ciudad de Manila tenían los indígenas entonces una ciudad que denominaban Maynila, la cual era el principal puerto de todas aquellas islas. Allí estableció Legazpi la capital, construyó las murallas que rodean á la ciudad, y proclamó al rey de España soberano de todo el archipiélago. En junio de 1571 organizó el ayuntamiento de la ciudad y trabajó con ahinco á fin de formar un buen gobierno. Pero por desgracia murió el año siguiente, y ninguno de los gobernadores generales que le sucedieron, durante los siglos de la gobernación española, fué tan deseoso del bien del país.

indígena=native, *ayuntamiento*=government, *ahinco*=earnestness

5-6 Translate into English:

EL PLANETA MARTE

Ya tenemos sobre el cenit, á media noche, el famoso planeta de que se habla tanto estos días. Hoy viernes, veintidós de

febrero, á las doce en punto de la noche, todo el que mire al centro de la bóveda estrellada, un poquito al sur, verá destacarse un lucero notable de color rojizo. Es el planeta Marte, que se halla en oposición entre el sol y la tierra.

Este lucero rojo que, según los charlatanes astrológicos, preside el tiempo en el año actual, es el mismo en que un astrónomo americano ha creído ver señales luminosas, que se le antojaron avisos ó intentos de comunicaciones interplanetarias por los habitantes de dicho astro.

bóveda=vault, *destacarse*=stand out, *charlatán*=quack, *antojarse*=groundlessly consider

7 Translate into Spanish: *a)* As the hours passed the multitude kept arriving from every side, *b)* If he asks you again, give them to him, *c)* They will go with you when their work is done, *d)* You could hear our children and the dog, *e)* His house is near mine.

8 Conjugate *esperar* in the present subjunctive active, *haber* in the imperfect indicative active, *permitirse* in the present indicative. [Do not omit the pronouns.]

9 Write the feminine of *negro*, *alemán*, *feliz*, *fiel*, *mejor*, *francés*, *verde*, *feote*, *joven*, *común*.

10 Translate into English: *a)* Es de esperar que no vendrá, *b)* Mi ventana da al campo, *c)* Se hace noche, *d)* La madre se sienta á la mesa, *e)* Debe de ser triste, *f)* Tiene razón, *g)* Aquí hay, *h)* A vista de ojos, *i)* Mano á mano, *j)* La alta mar.

11 Write the second person plural of the simple (uncompounded) tenses of the indicative, subjunctive, conditional and imperative active of *temer*.

12 Translate into Spanish: *a)* The streets of the town were already deserted when twelve o'clock struck, *b)* At daybreak the battle was continued, *c)* Come, let us hasten to the park, *d)* They were in the shop talking over the news, *e)* Today it is not cloudy, but tomorrow it will rain.

13 Compare *grande*, *bajo*, *alto*, *malo*. Form an adverb from *nuevo*, *fácil*.

14 State, with illustrations, *three* rules for accenting words.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *La ramilletera ciega*, *Crepúsculo*, *Las dos tumbas*, *¿Quién menoscaba mis bienes?*

High School Department

174TH EXAMINATION

SPANISH—First Year

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

LA REVOLUCIÓN DE LA GRANJA

En la misma mañana llegó á Madrid una carta de Barrio Ayuso, en que, sin referir particularidad alguna del movimiento, decía: "Auxilio pronto, pronto, ó no sé lo que sucederá de sus majestades." Apremiado por la urgencia del peligro, se avistó al punto Istúriz con el capitán general Quesada, y juntos acordaron marchar con fuerzas respetables á la Granja, castigar á los autores de la rebelión, y trasladar las reinas á Madrid. Para sancionar esta resolución, fueron convocados el consejo de ministros y el de gobierno, el capitán general y el presidente del Estamento de Próceres, marqués de Miraflores.

apremiar=press, *avistarse*=have an interview, *Estamento de Próceres*=House of Peers

3-4 Translate into English:

EL TIGRE Y EL NIÑO

El tigre se había recostado entre los árboles y estaba jugando con el niño. ¡Cuán triste se sentía la infeliz madre, y cómo les rogaba á los hombres que le salvarán á su hijito! Mas, ¿qué podían hacer el padre y los criados? En esto uno de los hombres apuntó al tigre con su fusil. El hombre disparó, y el tigre, dando un salto y dejando escapar un grito de sufrimiento, cayó muerto. Adelantáronse todos al instante y hallaron al niño no sólo sano y salvo, sino con una sonrisa en los labios como si no estuviera asustado.

criado=servant, *disparar*=fire, *asustar*=terrify

5-6 Translate into English:

AL ANOCHECER EN GRANADA

La luna empezaba á blanquear los árboles, deshaciéndose como una gasa de plata por las obscuridades de los bosques.

Los ruiseñores, huéspedes eternos de aquel paraíso, la saludaban con sus más amorosos cantos, mientras que el cuclillo, cantor del silencio, lanzaba ya su compasado gemido, que había de repetir toda la noche.—¡Era el anochecer! ¡Era la primavera! ¡Era en Granada! . . . ¡Los que no hayáis amado ó llorado en aquel edén y á semejante hora, vanamente querréis imaginaros todo el misterio, todo el encanto, toda la poesía que caben en el alma humana!

gasa=gauze, *ruiseñor*=nightingale, *cuclillo*=cuckoo

7 Translate into Spanish: (a) Do this for me if you can, (b) Joe is usually here, but today he is at home, (c) Many more came than he expected, (d) This house was abandoned a long time ago, (e) I shall tell everything in order that you may understand.

8 Conjugate, in the singular, *sonar* in the present indicative active, *ponerse* in the preterit (past definite or aorist) indicative, *decir* in the present subjunctive active, *saber* in the future indicative active.

9 Indicate the gender and the division into syllables of the following nouns: *pesadumbre*, *perro*, *acción*, *calle*. Explain the use of the dieresis in *antigüe*, of the accent mark in *día*.

10 Write the irregular comparative of *bueno*, *pequeño*, *malo*, *grande*; the superlative of the adverbs *mucho*, *mal*, *poco*, *bien*; the absolute superlative of *rico*, *simple*.

11 Translate into Spanish: (a) It is doubtful when he will return, (b) I mean that tall man, (c) They took first the arms and then the men, (d) After the work was finished, he sat down under a tree, (e) Are you acquainted with him?

12 Mention *three* cases in which the indefinite article is omitted in Spanish but not in English.

13 Write and translate original Spanish sentences illustrating the use of *jamás*, *sino*, *cómo*, *hasta que*, *de* meaning than.

14 Write the first person singular and the third person plural of (a) the present indicative active and the preterit (past definite or aorist) indicative active of *dar*, (b) the present subjunctive and the imperfect (conditional) subjunctive of *estar*, (c) the imperfect indicative of *ser*.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *La ramilleteira ciega*, *Crepúsculo*, *El asno y el caballo*, *Sacudi*.

University of the State of New York
High School Department

III

172D EXAMINATION

SPANISH—Second Year

Thursday, January 30, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 10 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

EL PÁJARO VERDE

En la noche del séptimo iban ya las tres peregrinas á guarecerse en una caverna para reposar, cuando descubrieron al ermitaño mismo, orando en el fondo. Una lámpara iluminaba con luz incierta y melancólica aquel misterioso retiro. Las tres temblaron de ser maldecidas, y casi se arrepintieron de haber ido hasta allí. Pero el ermitaño, cuya barba era más blanca que la nieve y cuya piel estaba más arrugada que una pasa, echó sobre ellas una mirada penetrante con unos ojos, aunque hundidos, relucientes como dos ascuas, y dijo con voz entera, alegre y suave.—*Valera*

orar=pray, *pasa*=raisin, *ascua*=glowing coal

3-4 Translate into English:

MARIANELA

Y desapareció entre el ramaje. Florentina sintió el ruido de la hierba, atendiendo á él como atiende el cazador á los pasos de la pieza que se le escapa; después todo quedó en silencio, y no se oía sino el sordo monólogo de la naturaleza campestre en mitad del día, un rumor que parece el susurro de nuestras propias ideas al extenderse irradiando por lo que nos circunda. Florentina estaba absorta, paralizada, muda, afligidísima, como el que ve desvanecerse la más risueña ilusión de su vida. No sabía qué pensar de aquel suceso, ni su bondad inmensa, que incapacitaba frecuentemente su discernimiento, podía explicárselo.—*Pérez Galdós*

cazador=hunter

5-6 Translate into English:

EL NIÑO DE LA BOLA

Poquísimas personas encontraron en las calles Don Trinidad y Manuel al trasladarse de una casa á otra, y todas ellas se armaron á las paredes con no menos susto que respeto, para dejar pasar á aquellos dos maravillosos personajes de que tanto se estaba hablando en toda la ciudad.

No sucedió, empero, lo mismo cuando, llegados á la Plaza Mayor, tuvieron que cruzar por delante de la célebre botica. Hallábase ésta á medio cerrar, y en la media puerta que aun

dejaba paso á la luz de adentro veíase á Vitriolo, quien despedía á sus últimos tertulios, dándoles tal vez instrucciones para el día siguiente.—*Alarcón*

arrimar=draw near, *susto*=fear, *tertulio*=clubmate

7 Translate into Spanish: *a*) She directed me to do so on the following Monday, *b*) Your gun was left at home. Have you others with you? *c*) He says nothing to anybody, *d*) Were they contented, they would be happier, *e*) It is agreeable to live in the country, isn't it?

8 Conjugate, in the singular, *ir* in the present subjunctive, *saber* in the future indicative active, *lanzar* in the preterit (past definite or aorist) active, *vivir* in the imperfect indicative, *caer* in the present indicative.

9 Translate into English:

Empezó la contratación de la semana con alguna paralización y pesadez en las operaciones; pero luego mejoró algún tanto el aspecto del mercado, debido á la mejor fisonomía que ofrecían los del extranjero.

Resultado de esta mejor disposición de los hombres de negocios es el alza que ofrece el cuadro comparativo, observándose que se han repuesto los valores, siendo los más favorecidos los de Aduanas, y los que no han tenido alteración, los de Filipinas.

10 Translate into Spanish: *a*) He is falling asleep, *b*) I wish you good morning, *c*) That remains to be seen, *d*) Come along, *e*) You do not know him, *f*) She must succeed, *g*) The servant had just arrived, *h*) You can count on him, *i*) After resting he told this story, *j*) He went away in spite of my entreaties.

11 Distinguish in meaning *a*) *lengua* and *idioma*, *b*) *antes* and *delante*, *c*) *estar* and *ser*, *d*) *haber* and *tener*, *e*) *andar* and *ir*.

12 Form and translate Spanish words containing suffixes denoting *ungainliness*, *ridicule*, *smallness*, *blow of*, *one who*.

13 Translate into Spanish [Do not use figures]: Louis 14, Charles 2, March 10, one eleventh, two millions, a dozen, double.

14 Write the third person singular and the first person plural of the simple (uncompounded) tenses of the indicative and conditional active of *pedir*.

15 Write from memory and translate at least 10 consecutive lines of one of the following: *El Español*, *Firmeza*, *Imagen espantosa de la muerte*, *Hymne de Riego*.

High School Department

174TH EXAMINATION

SPANISH—Second Year

Thursday, June 19, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

EL AMIGO MAN30

Ocurrida esta gran desgracia, viví algún tiempo en casas de huéspedes; pero me fué tan mal, que tomé una casita, en la cual viví seis años, hasta que, por causa de derribo, tuve que mudarme á la que ocupo aún. Una excelente mujer, asturiana, amiga de mi madre, de inmejorables condiciones y aptitudes, se me prestó á ser mi ama de llaves. Poco á poco su diligencia puso mi casa en un pie de comodidad, arreglo y limpieza que me hicieron sumamente agradable la vida de soltero, y esta es la hora en que no tengo un motivo de queja.—*Pérez Galdós*
derribo=demolition, *limpieza*=cleanliness

3-4 Translate into English:

EL COMENDADOR MENDOZA

El sol radiante, que brilla en el cielo y dora el aire diáfano, hace más espléndida la escena. Increíble multitud de pájaros la anima y alegra con sus trinos. En Andalucía, huyendo de la tierra de secano, buscando el agua y la sombra, se refugían las aves en estos oasis donde hay frescura. Tales eran los sitios por donde paseaba el comendador con las dos bonitas muchachas. Apenas salieron de la población, tomaron la senda que llaman del medio. Ellas cogían flores, se deleitaban oyendo cantar los colorines ó refan sin saber de qué.—*Valera*
diáfano=clear, *colorín*=linnet

5-6 Translate into English:

GIL BLAS

Montó en un caballo de mano, que uno de los montados tenía por la brida, y se puso á la frente de los demás. Aunque eran sólo cuatro contre nueve, se arrojaron á nosotros con un brío que aumentó mi temor. No por eso dejé de prevenirme para disparar mi carabina, aunque temblaban todos los miembros de mi cuerpo como si estuviera azogado; mas, por contar las cosas como pasaron, cuando llegó el caso de dispararla, cerré los ojos, y volví la cabeza á otra parte, de manera que aquel tiro nunca puede ser á cargo de mi conciencia.

—*Le Sage (Padre Isla's translation)**brío*=courage, *azogar*=be agitated, *tiro*=shot

7 Translate into Spanish: (a) The invalid asked her if she would return, (b) The affair is to be regulated in the most convenient way, (c) There he stands in the center of the room, (d) Keep near the right bank of the river, (e) When does it begin?

8 Translate into Spanish: (a) The window looks out on the road, (b) The sun was setting, (c) It is not worth more than twenty dollars, (d) The room will scarcely hold them all, (e) Let me see.

9 Conjugate, in the plural, the present indicative passive of *traer*, the present subjunctive active of *sentir*, the future conditional active of *valer*, the preterit (past definite or aorist) indicative active of *inducir*, the future subjunctive active of *pagar*.

10 Write and translate Spanish sentences illustrating the following uses of the infinitive: (a) as subject of a verb, (b) as object of a verb, (c) as modifier of a noun, (d) as modifier of an adjective, (e) as the equivalent of a temporal clause.

11 Give the verb stem from which *each* of the following is formed in the active voice and show the process of formation: the imperative, the imperfect indicative, the future indicative, the present subjunctive, the future subjunctive.

12 Translate into English: (a) Se puso muy pálido, (b) Vuelvo á hablar, (c) Echó á reir, (d) Acaba de llegar, (e) Este color cae bien con este otro, (f) Hace frío, (g) Déjale que venga, (h) Guárdese V. de caer, (i) El dice que no sabe escribir, (j) Da un paseo.

13 Write the personal pronouns used as (a) subject of a finite verb, (b) object of a preposition. State in each case the person, number and gender.

14 Assume that you are a Mexican coffee grower and wish to dispose of 1960 bags of coffee. Write in Spanish a letter to a New York commission merchant, negotiating for the sale of this coffee.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *Firmeza*, *Imagen espantosa de la muerte*, *Hymne de Riego*, *¡Qué hermoso es ver el día!*

High School Department

172D EXAMINATION

SPANISH—Third Year

Tuesday, January 28, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 10 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

DON QUIJOTE

Avisó á su escudero Sancho del día y la hora que pensaba ponerse en camino, para que él se acomodase de lo que viese que más le era menester; sobre todo le encargó que llevase alforjas. El dijo que sí llevaría, y que asimismo pensaba llevar un asno que tenía muy bueno, porque él no estaba ducho á andar mucho á pie. En lo del asno reparó un poco Don Quijote, imaginando si se le acordaba si algún caballero andante había traído escudero caballero asnalmente; pero nunca le vino alguno á la memoria: mas con todo esto determinó que le llevase con presupuesto de acomodarle de más honrada caballería en habiendo ocasión para ello.—*Cervantes*

alforja=saddle-bag, *ducho*=accustomed, *caballero andante*=knight-errant

3-4 Translate into English:

ESTUDIOS CRÍTICOS

Dice el discreto y originalísimo Carlyle, que si le propusieran que su patria no hubiese nunca dominado la India oriental, ó no hubiese nunca tenido á Shakspeare, elegiría sin vacilar lo primero: porque verdaderamente la posesión de la India y las ventajas todas que puede traer consigo, aunque no faltan economistas que las pongan en duda, habrá de perderlas al cabo Inglaterra; pero Shakspeare durará siempre. Los hombres de su misma lengua y raza que en California y en Australia, y en más remotas y apartadas regiones, si es posible, le lean en lo futuro, se envanecerán por él de ser ingleses, ó de descender de ingleses; y rota la unión política, será Shakspeare símbolo de unión más alta, y lazo de fraternidad entre estos pueblos.

envanecerse=be proud, *roto*=broken

—*Valera*

5-6 Translate into English:

GRANADA

Comprendió de Don Juan el buen sentido
En la quietud de su nocturna vela,

Que había el moro rey, muy entendido,
 Coronado sus torres y alminares
 Por uno y otro atento centinela,
 Y diestra y sabiamente repartido
 Sus vigías y puestos militares:
 Concluyendo por fin Don Juan de Vera
 De la ciudad entera
 La nocturna revista,
 Diciéndose á sí mismo sin reparo
 Cuánto iba á ser al Castellano caro
 Lograr de aquella tierra la conquista.—Zorrilla

7 Translate into Spanish: The other noted poet and leader of romanticism in Spain was Espronceda. He is more impassioned than Zorrilla, and his verses, when love or ambition or pride move him, are written with his heart's blood. In this style of writing he is scarcely less great than Byron.

8 Conjugate, in the singular, the simple (uncompounded) tenses of the indicative and the imperative active of *ver*.

9 Distinguish in meaning *a) el cura* and *la cura*, *b) el capital* and *la capital*, *c) el corte* and *la corte*, *d) el guardia* and *la guardia*, *e) el ayuda* and *la ayuda*.

10 Write in Spanish a letter containing at least 60 words, telling an intimate friend of some trip that you have recently taken.

11 Scan the first *two* lines of 5-6, marking the division into syllables. Mention the name of this verse. Define *soneto*, *estancia*, *rima aguda*, *rima llana*, *verso de redondilla mayor*.

12 Write in Spanish about 75 words on the life and works of *one* of the following: Calderón, Campoamor, Pérez Galdós.

13 Translate into English: *a) Eran de oír*, *b) Se puso á aullar*, *c) No cabe más*, *d) No pudo menos de exclamar*, *e) Más vale tarde que nunca*, *f) Se dió por vencido*, *g) Me ocurre una idea*, *h) Está de prisa*, *i) Entre luz y luz*, *j) Fuera de sí*.

14 Write the first person singular of the preterit (past definite or aorist) active and the past participle of *each* of the following: *abrir*, *hacer*, *poner*, *decir*, *escribir*.

15 Write from memory and translate at least 10 consecutive lines of *one* of the following: *Alhambra*, *Cupido*, *El sueño*, *A la patria*.

High School Department

174TH EXAMINATION

SPANISH—Third Year

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer questions 7 and 8 and eight of the others but no more. If more than eight of the others are answered only the first eight answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-2 Translate into English:

DON QUIJOTE

A lo cual le respondió Don Quijote: has de saber, amigo Sancho Panza, que fué costumbre muy usada de los caballeros andantes antiguos hacer gobernadores á sus escuderos de las ínsulas ó reinos que ganaban, y yo tengo determinado de que por mí no falte tan agradecida usanza, antes pienso aventajarme en ella, porque ellos algunas veces, y quizá las más, esperaban á que sus escuderos fuesen viejos, y ya después de hartos de servir y de llevar malos días y peores noches, les daban algún título de conde, ó por lo mucho de marqués, de algún valle ó provincia de poco más ó menos.—*Cervantes*

3-4 Translate into English:

ESTUDIOS CRÍTICOS

La lengua y la literatura inglesas son mucho menos conocidas en España y en toda Europa que las de los franceses, nuestros vecinos. Entre España é Inglaterra hay cortísimo comercio de ideas. En aquella isla miran nuestro moderno desenvolvimiento intelectual con un profundo é injustísimo desdén, que en España les pagaríamos con usura, si por medio de las traducciones y de los encomios que hacen de los libros ingleses los críticos y literatos franceses no se hubieran popularizado entre nosotros algunos autores de primer orden. Walter Scott, Gibbon y el mismo lord Byron son tal vez los tres autores ingleses modernos que más se leen en España.—*Valera*

5-6 Translate into English:

RAIMUNDO LULIO

Salí. La noche trasparente, llena
De reposo, insultaba mi tormento
Y parecía escarnecer mi pena.

Templó mi fiebre abrasadora el viento
 Bullicioso y sutil, y más tranquilo
 Dijo en la soledad mi pensamiento:
 ¡Mundo engañoso, adiós! Rompióse el hilo
 Que me ligaba á tí, y en su regazo
 La religión me prestará un asilo.

Unió la muerte con estrecho lazo
 Nuestras almas ¡oh Blanca de Castelo!
 Mi senda es fatigosa; pero el plazo
 Breve y seguro. ¡Espérame en el cielo!—*Núñez de Arce*

7 Translate into Spanish: It is said of Lope de Vega that he composed 1800 comedies and 400 autos, many of which cost him but a single day's labor; for he wrote verse and prose with the same ease, never having to make corrections and never hesitating in the midst of a passage.

8 Write in Spanish an abstract (about 60 words) of some story that you have read.

9 Write the third person singular of the simple (uncompounded) tenses of the subjunctive and conditional active of *sacar*, *elegir*.

10 Translate into English: (a) Hizo un gran papel en París, (b) Nada se me va en ello, (c) Como dijo el otro, (d) Que venga ó que no venga, (e) Siento no poder ir, (f) Donde hay gana, hay maña, (g) Amanecemos en Habana, (h) Con que vámonos, (i) Ella salía de sí, (j) Dije á mi capote.

11 Write in Spanish about 75 words on the life and works of one of the following: Cervantes, Espronceda, Bécquer.

12 Scan lines 8 and 9 of questions 5-6, marking the division into syllables. Mention the name of this verse. Define and illustrate *asonancia*, *verso suelto*. Define *verso quebrado*.

13 Mention the orthographic changes that take place in the inflection of verbs whose infinitive ends in *cer* (preceded by a vowel), *car*, *zar*, *ger*, *quir*. Illustrate in each case.

14 Write the regular and the irregular past participle of *afligir*, *despertar*, *incluir*, *romper*, *maldecir*.

15 Write from memory and translate the last 10 lines of one of the following: *A la esperanza*, *Los defensores de la patria*, *Cupido*, *El sueño*.

High School Department

172D EXAMINATION

GREEK—First Year

Thursday, January 30, 1902—9.15 a. m. to 12.15 p. m., only

Answer question 15 and nine of the others but no more. If more than nine of the others are answered only the first nine answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define and illustrate *each* of the following: penult, oxytone, movable, euphonic change. Mention the liquids.

2 Write, with article, the accusative, singular and plural, of δῶρον, γέρον, παῖς, πόλις, χώρα.

3 Decline, in singular and plural, ὁδός, θάλαττα, δύναμις, ἡγεμών, στρατιώτης.

4 Decline πολλὸς σῖτος in the singular; τρεῖς ἡμέραι in the plural; αὕτη ἢ νύξ in both singular and plural.

5 Decline ἀληθής in singular and plural in all genders; οὐδείς in the singular in all genders; ὅς in the plural in all genders.

6 Conjugate εἰμί in the present optative; λύω in the aorist subjunctive middle; πράττω in the aorist indicative passive.

7 Write the first form of πέμπω in all modes of the present active system. Write all the active participles of λείπω.

8 Write the principal parts of ἀκούω, ὁράω, τρέπω, γίγνομαι, τυγχάνω.

9 Translate into Greek: *a*) He was sent by the general, *b*) He wrote a letter to Cyrus, *c*) The plain was full of horsemen, *d*) He came during the night, *e*) He said that he had seen the river.

10 Mention the class of pronouns to which *each* of the following belongs: ὅς, τίς, τις, ἐγώ, οὗτος. Distinguish in meaning ὁ αὐτὸς ἀνὴρ and ὁ ἀνὴρ αὐτός. Compare καλός, μικρός, μέγας.

11 Translate into English:

Ἐπεὶ δὲ καὶ οἱ ἄλλοι στρατιῶται συνήλθον, ἀνέστη πρῶτον μὲν Χειρίσοφος ὁ Λακεδαιμόνιος καὶ ἔλεξεν ὕδεν· Ὡς ἄνδρες στρατιῶται, χαλεπὰ ἐστί τὰ παρόντα, ὁπότε στρατηγῶν στερόμεθα καὶ λοχαγῶν καὶ στρατιωτῶν.

τὰ παρόντα = present circumstances, στέρομαι = lack

12 Give the syntax of Λακεδαιμόνιος, λοχαγῶν. From what verb is each of the following and where is the form found: συνήλθον, ἀνέστη?

13 Translate into English:

a Τῇ ὑστεραίᾳ οἱ βάρβαροι ἀπῆλθον.

b Τὸ εὖρος τούτου τοῦ ποταμοῦ δύο πλέθρα ἐστί.

c Οὗτος εἶλεν τὰ πλοῖα ἵνα μὴ Κῦρος διαβαίῃ τὸν ποταμόν.

d Πορευομένων τῶν Ἑλλήνων οἱ πολέμοι κατέκαυσαν τὰς κόμας.

14 Write Greek sentences illustrating *three* of the following: dative of means or instrument, partitive genitive, accusative of specification, clause of result, condition contrary to fact.

15 Translate into Greek: *a*) Let us take horses in order that we may go as quickly as possible, *b*) Because of these things, he became friendly to me, *c*) Let us fight bravely against the king.

High School Department

174TH EXAMINATION

GREEK—First Year

Thursday, June 19, 1902—9.15 a. m. to 12.15 p. m., only

Answer question 15 and nine of the others but no more. If more than nine of the others are answered only the first nine answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 State the difference between an enclitic and a proclitic, illustrating each. Define and illustrate double consonant, iota subscript, recessive accent.

2 Decline, in singular and plural, ὁπλίτης, σῶμα, γέρον, πεδίον, μῆτηρ.

3 Decline εὐδαίμων κόμη in the singular; πᾶσαι νῆες in the plural; ὁ χαρίεις παῖς in both singular and plural.

4 Decline πᾶς in the singular in all genders; μέγας in the masculine and feminine, singular and plural; λευκῶς in the plural in all genders.

5 Compare μέλας, σῶφρων, ἐχθρός, πιστός. Form two different adverbs from ταχύς and give the rule for the formation of each.

6 Conjugate πᾶσχω in the second aorist indicative active, ἔημι in the present subjunctive middle. Write all the active participles of τρέπω, giving the name in each case.

7 Write the first form of πράττω in all modes (not including participle) of the first aorist active and middle.

8 Write the principal parts of τιμάω, εὐρίσκω, τίθημι, τρέφω, φεύγω.

9 Translate into Greek: (a) He is a better man than his brother, (b) The soldiers will follow the king, (c) Cross the river and guard the boats, (d) Let the army come for we are able to fight, (e) Who is the ruler of this province?

10 Translate into English:

Μετὰ ταῦτα ἀφικνοῦνται ἐπὶ τὸν Ζάβατον ποταμόν, τὸ εὖρος τεττάρων πλῆθρων. Καὶ ἐνταῦθα ἔμειναν ἡμέρας τρεῖς· ἐν δὲ ταύταις ὑποψία μὲν ἦσαν, φανερά δὲ οὐδεμία ἐφαίνετο ἐπιβουλῇ.

Ζάβατος=Zabatus, ὑποψία=suspicion, ἐπιβουλῇ=plot

11 Give the reason for the case of εὖρος, ἡμέρας. State where each of the following forms is found: ἀφικνοῦνται, ἦσαν, ἐφαίνετο.

12 State *two* ways in which the future stem may be formed from the verb stem (theme); *two* ways in which the first aorist active stem may be formed from the verb stem (theme). Illustrate each.

13 Translate into English:

a Βασιλεὺς δὲ καὶ οἱ σὺν αὐτῷ ἔλαβον τὰς κώμας.

b Κῦρος ἤρετο τίς ὁ θόρυβος εἷη.

c Ἐκέλευσε τούτους θέσθαι τὰ ὄπλα περὶ τὴν αὐτοῦ σκηνήν.

d Ἐὰν δ' ἡμεῖς νικήσωμεν, ποιήσομεν ὑμᾶς φίλους ἡμῖν.

14 State, with reason, the case that should be used in translating into Greek each italicized word in the following:

a They left during the *night*.

b Let us ask him for *boats*,

c Many of the *men* were angry.

d On the following *day* they appeared.

e I am *much* taller than he.

15 Translate into Greek:

a You must go quickly in order to take provisions.

b The Greeks were so many that the barbarians fled.

c If he should appear, the enemy would not conquer.

d While the soldiers were leaving the mountains, the general remained in the village.

High School Department

172D EXAMINATION

XENOPHON'S ANABASIS

Tuesday, January 28, 1902 — 1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

CYRUS QUESTIONS ORONTES

- 1 Τί οὖν, ἔφη ὁ Κῦρος, ἀδικηθεὶς ὑπ' ἐμοῦ νῦν τὸ τρίτον ἐπιβουλεύων μοι
2 φανερὸς γέγονας; Εἰπόντος δὲ τοῦ Ὀρόντου ὅτι οὐδὲν ἀδικηθεὶς, ἠρώτησεν
3 ὁ Κῦρος αὐτόν· Ὁμολογεῖς οὖν περὶ ἐμὲ ἀδικος γεγενῆσθαι; Ἡ γὰρ
4 ἀνάγκη, ἔφη ὁ Ὀρόντης. Ἐκ τούτου πάλιν ἠρώτησεν ὁ Κῦρος, Ἐτι οὖν
5 ἂν γένοιο τῷ ἐμᾷ ἀδελφῷ πολέμιος, ἐμοὶ δὲ καὶ φίλος καὶ πιστός; Ὁ δὲ
6 ἀπεκρίνατο ὅτι οὐδ' εἰ γενοίμην, ὦ Κῦρε, σοί-γ' ἂν ἔτι ποτὲ δόξαιμ.—1, 6

b

CLEARCHUS IS DECEIVED BY TISSAPHERNES

- 1 Ταῦτα εἰπὼν ἔδοξε τῷ Κλεάρχῳ ἀληθῆ λέγειν· καὶ εἶπεν· οὐκοῦν, ἔφη,
2 οἷτινες, τοιούτων ἡμῖν εἰς φιλίαν ὑπαρχόντων, πειρῶνται διαβάλλοντες
3 πολεμίους ποιῆσαι ἡμᾶς, ἄξιοί εἰσι τὰ ἔσχατα παθεῖν; Καὶ ἐγὼ μὲν γε,
4 ἔφη ὁ Τισσαφέρνης, εἰ βούλεσθέ μοι οἷ τε στρατηγοὶ καὶ οἱ λοχαγοὶ ἐν τῷ
5 ἐμφανεί ἔλθειν, λέξω τοὺς πρὸς ἐμὲ λέγοντας ὡς σὺ ἐπιβουλεύεις ἐμοὶ τε
6 καὶ τῇ σὺν ἐμοὶ στρατιᾷ. Ἐγὼ δ', ἔφη ὁ Κλεάρχος, ἄξω πάντας· καὶ
7 σοὶ αὖθις δηλώσω ὅθεν ἐγὼ περὶ σοῦ ἀκούω.—2, 5

c

PERFIDY OF THE PERSIANS

- 1 Ἐπὶ τούτῳ Κλεάνωρ Ὀρχομένιος ἀνέστη, καὶ ἔλεξεν ὧδε· Ἄλλ' ὁρᾶτε
2 μὲν, ὦ ἄνδρες, τὴν βασιλείῃς ἐπιτορκίαν καὶ ἀσέβειαν· ὁρᾶτε δὲ τὴν Τισ-
3 σαφέρνην ἀπιστίαν, ὅστις λέγων ὡς γείτων τε εἴη τῆς Ἑλλάδος καὶ περὶ
4 πλείστου ἂν ποιήσαιο σῶσαι ἡμᾶς, καὶ ἐπὶ τούτοις αὐτὸς ὁμόσας ἡμῖν,
5 αὐτὸς δεξιὰς δούς, αὐτὸς ἐξαπατήσας συνέλαβε τοὺς στρατηγοὺς, καὶ οὐδὲ
6 Δία Ξένιον ἠδέσθη, ἀλλὰ Κλεάρχῳ καὶ ὁμοτράπεζος γενόμενος, αὐτοῖς
7 τούτοις ἐξαπατήσας τοὺς ἄνδρας ἀπολώλεκεν.—3, 2

6 Translate into Greek:

- a When Orontes was asked whether he had ever been wronged by Cyrus, he replied, "No."
b If Tissaphernes had not deceived us, our generals and soldiers would not have perished.
c The Greeks considered it of the highest importance to reverence the gods.

7 Give the reason for the case of ἀδελφῷ (*a*, 5), ἡμῖν (*b*, 2), ἐμοί (*b*, 5), βασιλέως (*c*, 2), Ἑλλάδος (*c*, 3), τοῖτοισι (*c*, 7); for the mode of γένουσι (*a*, 5), δόξαιμι (*a*, 6), βούλεσθαι (*b*, 4), εἶη (*c*, 3).

8 Give the syntax of ἐπιβουλεύων (*a*, 1), γεγενῆσθαι (*a*, 3), ὑπαρχόντων (*b*, 2), παθεῖν (*b*, 3), σῶσαι (*c*, 4). Classify the following participles: ἀδικηθεῖς (*a*, 1), διαβάλλοντες (*b*, 2), λέγων (*c*, 3). Compare ἀληθῇ (*b*, 1), πλείστον (*c*, 4).

9 From what verb is each of the following and where is the form found: γενοίμην (*a*, 6), ἐλθεῖν (*b*, 5), δοῦς (*c*, 5), ἡδέσθη (*c*, 6), ἀπολώλεκεν (*c*, 7)?

10 Conjugate γέγονας (*a*, 2), ἀνέστη (*c*, 1) in the voice, mode and tense here found. Write the first form of each mode, including participle, of εἰσι (*b*, 3) in the voice and tense here found. Compare ἀξιοί (*b*, 3).

11 Write the principal parts of ἄξω (*b*, 6), λέγων (*c*, 3), ὁμόσας (*c*, 4). Decline τοιούτων (*b*, 2) in the singular in all genders, Δία (*c*, 6).

12 Explain the force of οὖν (*a*, 4), γε (*b*, 3), αὖ (*b*, 7). Give the correlative of ἐγὼ μὲν (*b*, 3). State the force of αὐτοῖς (*c*, 6).

13 Explain the reference in τῷ ἐμῷ ἀδελφῷ (*a*, 5), δεξιᾷ δοῦς (*c*, 5), Δία Ξένιον (*c*, 6). Give the syntax of στρατηγοὶ καὶ λοχαγοὶ (*b*, 4). Explain the difference in meaning between περί with the genitive and περί with the accusative, illustrating from the above passages.

14 Give the composition of *each* of the following words and the meaning of each part: ὁμολογεῖς (*a*, 3), λοχαγοὶ (*b*, 4), ὁμοτράπεζος (*c*, 6). Give the derivation of each of the following, stating meaning of suffix and of stem: πολέμιος (*a*, 5), φιλίαν (*b*, 2).

15 Translate into English [This must be taken by those who desire credit for the fourth book]:

XENOPHON VOLUNTEERS TO TAKE THE HIGHTS

Ἄλλα μέντοι, ἔφη ὁ Χειρίσοφος, κἀγὼ ὑμᾶς τοὺς Ἀθηναίους ἀκούω δεινοὺς εἶναι κλέπτειν τὰ δημόσια, καὶ μάλιστα ὄντος δεινοῦ τοῦ κινδύνου τῷ κλέπτοντι, καὶ τοὺς κρατίστους μέντοι μάλιστα, εἴπερ ὑμῖν οἱ κράτιστοι ἄρχειν ἀξιοῦνται· ὥστε ὦρα καὶ σοὶ ἐπιδείκνυσθαι τὴν παιδείαν. Ἐγὼ μὲν τοίνυν, ἔφη ὁ Ξενοφῶν, ἔτοιμός εἰμι τοὺς ὀπισθοφυλάκας ἔχων, ἐπειδὴν δειπνήσωμεν, ἵεναι καταληψόμενος τὸ ὄρος. Ἐχὼ δὲ καὶ ἡγεμόνας· οἱ γὰρ γυμνήτες τῶν ἐφεπομένων ἡμῖν κλωπῶν ἐλαβόν τινας ἐνεδρεύσαντες· καὶ τούτων πυνθάνομαι ὅτι οὐκ ἄβατόν ἐστι τὸ ὄρος, ἀλλὰ νέμεται καὶ αἰεὶ καὶ βοῦσιν.— 4, 6

High School Department

173D EXAMINATION

XENOPHON'S ANABASIS

Tuesday, March 25, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

CLEARCHUS GIVES HIS OPINION

1 Ἐμοὶ οὖν δοκεῖ οὐχ ὥρα εἶναι ἡμῖν καθεῦδειν, οὐδ' ἀμελεῖν ἡμῶν αὐτῶν,
2 ἀλλὰ βουλευέσθαι ὅ τι χρὴ ποιεῖν ἐκ τούτων. Καὶ ἔως γε μένομεν αὐτοῦ,
3 σκεπτίον μοι δοκεῖ εἶναι ὅπως ὥς ἀσφαλέστατα μένωμεν· εἴ τε ἤδη δοκεῖ
4 ἀπείναι, ὅπως ὥς ἀσφαλέστατα ἄπιμεν, καὶ ὅπως τὰ ἐπιτήδεια ἔξομεν· ἀνεῖν
5 γὰρ τούτων οὔτε στρατηγοῦ οὔτε ιδιώτου ὄφελος οὐδέν. Ὁ δ' ἀνὴρ
6 πολλοῦ μὲν ἀξίος φίλος ᾧ ἂν φίλος ᾦ· χαλεπώτατος δ' ἐχθρὸς ᾧ ἂν
7 πολέμιος ᾦ.—1, 3

b

CLEARCHUS PROFESSES FRIENDSHIP FOR TISSAPHERNES

1 Ὅσων δὲ δὴ καὶ οἷων ἂν ἐλπίδων ἐμαυτὸν στερησάμην, εἴ σέ τι κακὸν
2 ἐπιχειρήσάμην ποιεῖν, ταῦτα λέξω. Ἐγὼ γὰρ Κύρον ἐπεθύμησά μοι φίλον
3 γενέσθαι, νομίζων τῶν τότε ἱκανώτατον εἶναι εὖ ποιεῖν ὃν βούλοιο. Σὲ
4 δὲ νῦν ὁρῶ τήν τε Κύρου δύναμιν καὶ χώραν ἔχοντα καὶ τὴν σπαντοῦ ἀρχὴν
5 σῶζοντα, τὴν δὲ βασιλέως δύναμιν, ἣ Κύρος πολεμῖα ἐχρήτο, σοὶ ταύτην
6 ξύμμαχον οὔσαν. Τούτων δὲ τοιούτων ὄντων, τίς οὕτω μαίνεται ὅστις οὐ
7 βούλεται σοὶ φίλος εἶναι; Ἀλλὰ μήν,—ἐρῶ γὰρ καὶ ταῦτα, ἐξ ὧν ἔχω
8 ἐλπίδας καὶ σὲ βουλήσεσθαι φίλον ἡμῖν εἶναι.—2, 5

c

AN OMEN FROM THE GODS

1 Τοῦτο δὲ λέγοντος αὐτοῦ πτάρνυται τις· ἀκούσαντες δὲ οἱ στρατιῶται
2 πάντες μᾶ ὁρμῇ προσεκύνησαν τὸν θεόν· καὶ ὁ Ξενοφὼν εἶπε· Δοκεῖ μοι,
3 ὦ ἄνδρες, ἐπεὶ περὶ σωτηρίας ἡμῶν λεγόντων οἰωνὸς τοῦ Διὸς τοῦ Σωτήρος
4 ἐφάνη, εὐξασθαι τῷ θεῷ τούτῳ θύσειν σωτήρια ὅπου ἂν πρῶτον εἰς φίλῳ
5 χώραν ἀφικώμεθα· συνεπεύξασθαι δὲ καὶ τοῖς ἄλλοις θεοῖς θύσειν κατὰ
6 δύναμιν. Καὶ ὅτῳ δοκεῖ ταῦτ', ἔφη, ἀνατεινάτω τὴν χεῖρα.—3, 2

6 Translate into Greek:

a We must plan to remain here in order to have provisions.

b Do not deprive me of the hope that you will become a friend to us.

c The general did not say why he did not sacrifice to the gods.

7 Give the reason for the case of ἡμῖν (*a*, 1), ἡμῶν (*a*, 1), στρατηγοῦ (*a*, 5), μοι (*b*, 2), τῶν (*b*, 3), ἡ (*b*, 5), ὁρμῇ (*c*, 2); for the mode of μένωνμεν (*a*, 3), στερήσασαι (*b*, 1), ἀφικώμεθα (*c*, 5).

8 Give the syntax of καθεύδειν (*a*, 1), ἀπιέναι (*a*, 4), γενέσθαι (*b*, 3), οὔσαν (*b*, 6), λεγόντων (*c*, 3). Classify the following participles: νομίζων (*b*, 3), ἀκούσαντες (*c*, 1). Decline ὄψ (*c*, 6) in the singular in all genders.

9 From what verb is each of the following and where is the form found: ἀμελεῖν (*a*, 1), ἡ (*a*, 6), ἐχρήτο (*b*, 5), ἐφάνη (*c*, 4), ἀνατεινάτω (*c*, 6)?

10 Conjugate ἄπιμεν (*a*, 4), ἐφάνη (*c*, 4) in the voice, mode and tense here found. Write the first form of each mode, including participle, of βούλοιο (*b*, 3) in the voice and tense here found. Compare ἀσφαλέστατα (*a*, 3).

11 Write the principal parts of μένομεν (*a*, 2), ἔχομεν (*a*, 4), ὁρῶ (*b*, 4), σώζοντα (*b*, 5), δοκεῖ (*c*, 6).

12 Give the force of γε (*a*, 2), γὰρ (*b*, 2), καὶ (*c*, 5). State the correlative of μὲν (*a*, 6). Account for the accent of πτάρνυται (*c*, 1).

13 Write in direct discourse τῶν τότε . . . βούλοιο (*b*, 3). Distinguish in meaning ἐχθρὸς (*a*, 6) and πολέμιος (*a*, 7). Explain the reference in Διὸς τοῦ Σωτήρος (*c*, 3).

14 Give the composition of *each* of the following words and the meaning of each part: στρατηγοῦ (*a*, 5), ἐύμαχον (*b*, 6), συνεπιέσθαι (*c*, 5). Show how the meaning of *each* of the following is derived: ἐπιτήδεια (*a*, 4), οἰωνός (*c*, 3).

15 Translate into English [This must be taken by those who desire credit for the fourth book]:

XENOPHON AND THE VILLAGE CHIEF VISIT CHRISOPHUS

Ἐπεὶ δ' ἦλθον πρὸς Χειρίσοφον, κατελάμβανον κάκείνους σκηνοῦντας, ἔστεφνωνμένους τοῦ ξηροῦ χιλοῦ στεφάνοις, καὶ διακονοῦντας Ἀρμενίους παῖδας σὺν ταῖς βαρβαρικαῖς στολαῖς· τοῖς δὲ παισὶν ἐδείκνυσαν, ὥσπερ ἐνεοῖς, ὃ τι δέοι ποιεῖν. Ἐπεὶ δ' ἀλλήλους ἐφιλοφρονήσαντο Χειρίσοφος καὶ Ξενοφῶν, κοινῇ δὴ ἀνθρώπων τὸν κωμάρχην διὰ τοῦ περσίζοντος ἐρμηνεύς τις εἶη ἡ χώρα. Ὁ δ' ἔλεγεν ὅτι Ἀρμενία. Καὶ πάλιν ἡρώτων τίνι οἱ ἵπποι τρέφονται. Ὁ δ' ἔλεγεν ὅτι βασιλεῖ δισμός· τὴν δὲ πλησίον χώραν ἔφη εἶναι Χάλυβας, καὶ τὴν ὁδὸν ἐφραζεν ἥ εἶη.— 4, 5

High School Department

174TH EXAMINATION

XENOPHON'S ANABASIS

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

THE GREEKS DISTRUST CYRUS

- 1 Εἰ δέ τι καὶ τῷ ἡγεμόνι πιστεύσομεν ᾧ ἂν Κύρος διδῷ, τί κωλύει καὶ τὰ
2 ἄκρα ἡμῖν κελεύειν Κύρον προκαταλαμβάνειν; Ἐγὼ μὲν γὰρ ὀκνοῖην
3 ἂν εἰς τὰ πλοῖα ἐμβαίνειν ἃ ἡμῖν δοίη, μὴ ἡμᾶς αὐταῖς ταῖς τριήρεσι
4 καταδύσῃ· φοβούμεν δ' ἂν τῷ ἡγεμόνι ᾧ δοίη ἔπεισθαι, μὴ ἡμᾶς ἀγάγῃ
5 ὅθεν οὐχ οἷόν τε ἔσται ἐξελθεῖν· βουλοίμην δ' ἂν, ἄκοντος ἀπ' αὐτῶν Κύρου,
6 λαθεῖν αὐτὸν ἀπελθών· ὃ οὐ δυνατόν ἐστιν.—1, 3

b

THE GREEKS CROSS THE TIGRIS

- 1 Μετὰ δὲ ταῦτα ἀνεπαύοντο· ἐπὶ μέντοι τὴν γέφυραν ὅμως φυλακὴν
2 ἐπεψάν· καὶ οὔτε ἐπέθετο οὐδεὶς οὐδαμῶθεν οὔτε πρὸς τὴν γέφυραν οὐδεὶς
3 ἦλθε τῶν πολεμίων, ὥς οἱ φυλάττοντες ἀπήγγελλον. Ἐπειδὴ δὲ ἔως
4 ἐγένετο, διέβαινον τὴν γέφυραν ἐξευγμένην πλοίοις τριάκοντα καὶ ἑπτὰ, ὥς
5 οἷόν τε μάλιστα πεφυλαγμένως· ἐξήγγελλον γὰρ τινες τῶν παρὰ Τισσαφέρ-
6 νους Ἑλλήνων, ὥς διαβαινόντων μέλλοιεν ἐπιθήσεσθαι· ἀλλὰ ταῦτα μὲν
7 ψευδῇ ἦν.—2, 4

c

PLAN PROPOSED BY XENOPHON

- 1 Ἴσως οὖν ἀσφαλέστερον ἡμῖν πορεύεσθαι πλαίσιον ποιησαμένους τῶν
2 ὄπλων, ἵνα τὰ σκευοφόρα καὶ ὁ πολὺς ὄχλος ἐν ἀσφαλεστέρῳ εἴη. Εἰ
3 οὖν νῦν ἀποδειχθεὶ τίνα χρὴ ἡγεῖσθαι τοῦ πλαισίου καὶ τὰ πρόσθεν κο-
4 σμεῖν, καὶ τίνας ἐπὶ τῶν πλευρῶν ἐκατέρων εἶναι, τίνας δ' ὀπισθοφυλακεῖν,
5 οὐκ ἂν, ὅποτε οἱ πολέμοι ἐλθοιεν, βουλεύεσθαι ἡμᾶς δέοι, ἀλλὰ χρώμεθ'
6 ἂν εὐθὺς τοῖς τεταγμένοις. Εἰ μὲν οὖν ἄλλος τις βέλτιον ὀρεῖ, ἄλλως
7 ἔχέτω· εἰ δὲ μὴ, Χειρίσοφος μὲν ἡγεῖσθω, ἐπειδὴ καὶ Λακεδαιμόνιος ἐστὶ.

6 Translate into Greek:

—3, 2

a Because the soldiers did not trust Cyrus, they did not wish him to give them guides.

b See to it that the baggage animals are safe as you march along.

c If we had not guarded the bridge, the enemy would have crossed it and attacked us.

7 Give the reason for the case of ἡμῖν (*a*, 2), ἡγεμόνι (*a*, 4), πολεμίων (*b*, 3), πλοίοις (*b*, 4), πλαισίον (*c*, 3); for the mode of διδῶ (*a*, 1), ὀκνοίῃν (*a*, 2), καταδύσῃ (*a*, 4), μέλλοιεν (*b*, 6), ἔλθοιεν (*c*, 5).

8 Give the syntax of ἐμβαίνειν (*a*, 3), ἀπελθών (*a*, 6), διαβαινόντων (*b*, 6), βουλεύεσθαι (*c*, 5). Classify the participle ἀπίων (*a*, 5). Mention *two* other infinitive constructions that might be used with κωλύει (*a*, 1). Decline πολὺς (*c*, 2) in the singular in all genders.

9 From what verb is each of the following and where is the form found: ἀγάγῃ (*a*, 4), ἐπέθετο (*b*, 2), ἐξευγμένην (*b*, 4), χροῦμεθ' (*c*, 5), ἡγείσθω (*c*, 7)?

10 Conjugate δοίῃ (*a*, 3), ἐπέθετο (*b*, 2) in the voice, mode and tense here found. Write the first form of each mode, including participle, of ὀρᾶ (*c*, 6) in the voice and tense here found. Compare βέλτιον (*c*, 6).

11 Write the principal parts of λαθεῖν (*a*, 6), διέβαινον (*b*, 4), ἐπιθήσεσθαι (*b*, 6), τεταγμένοις (*c*, 6), ἐχέτω (*c*, 7).

12 Explain the force of the second καὶ in (*a*, 1), γάρ (*b*, 5), οὖν (*c*, 6). State the correlative of εἰ μὲν (*c*, 6). Give the force of the voice of ἀνεπαύοντο (*b*, 1).

13 Account for the position of ἄκρα (*a*, 2); for the accent of γάρ (*b*, 5). Distinguish between τι (*a*, 1) and τί (*a*, 1). State *two* ways of expressing purpose (not found on this paper) and illustrate each by an original Greek sentence.

14 Give the derivation of *each* of the following words, stating in each case the meaning of primary word and of prefix or suffix: ὄθεν (*a*, 5), ἄκοντος (*a*, 5), Λακεδαιμόνιός (*c*, 7). Show how the meaning of οἶόν τε (*b*, 5) is derived. Comment on the use of negatives in (*b*, 2).

15 Translate into English [This must be taken by those who desire credit for the fourth book]:

JOY OF THE GREEKS ON BEHOLDING THE SEA

Ἐπεὶ δὲ ἀφίκοντο πάντες ἐπὶ τὸ ἄκρον, ἐνταῦθα δὴ περιέβαλλον ἀλλήλους καὶ στρατηγούς καὶ λοχαγούς δακρύνοντες. Καὶ ἐξαπίνης, ὅτου δὴ παρεγγήσαντος, οἱ στρατιῶται φέρουσι λίθους καὶ ποιοῦσι κολωνῶν μέγαν. Ἐνταῦθα ἀνεντίθεσαν δερμάτων πλῆθος ὠμοβοείων καὶ βακτηρίας καὶ τὰ αἰχμάλωτα γέβρα· καὶ ὁ ἡγεμὼν αὐτὸς τε κατέτεμνε τὰ γέβρα καὶ τοῖς ἄλλοις διεκελεύετο. Μετὰ ταῦτα τὸν ἡγεμόνα οἱ Ἕλληνες ἀποπέμπονσι δῶρα δόντες ἀπὸ κοινοῦ ἵππον καὶ φιάλῃν ἀργυρᾶν καὶ σκευὴν Περσικὴν καὶ δαρείκους δέκα· ἦτι δὲ μάλιστα τοὺς δακτυλίους, καὶ ἔλαβε πολλοὺς παρὰ τῶν στρατιωτῶν.—4, 7

High School Department

172D EXAMINATION

HOMER'S ILIAD

Thursday, January 30, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a CHRYSEIS IS SENT AWAY

- 1 ὥς τώ γ' ἀντιβίοισι μαχρησάμενῳ ἐπέεσσιν
- 2 ἀνστήτην, λῦσαν δ' ἀγορὴν παρὰ νηυσὶν Ἀχαιῶν.
- 3 Πηλεΐδης μὲν ἐπὶ κλισίας καὶ νῆας εἴσας
- 4 ἦε σὺν τε Μενoitιάδῃ καὶ οἷς ἐτάροισιν·
- 5 Ἀτρεΐδης δ' ἄρα νῆα θοὴν ἄλαδε προέρυσσεν,
- 6 ἐς δ' ἐρέτας ἔκρινεν ἐείκοσιν, ἐς δ' ἐκατόμβην
- 7 βῆσε θεῶ, ἀνὰ δὲ Χρυσῆΐδα καλλιπάρῃον
- 8 εἶσεν ἄγων· ἐν δ' ἀρχὸς ἔβη πολύμητις Ὀδυσσεύς.—1, 304-311

b THERSITES IS SILENCED AND RIDICULED

- 1 ὁ δ' ἄρ' ἔξετο τάρβησέν τε,
- 2 ἀλγίστας δ', ἀχρεῖον ἰδὼν ἀπομόρξατο δάκρυ,
- 3 οἱ δὲ καὶ ἀχνύμενοί περ ἐπ' αὐτῷ ἡδὺ γέλασαν.
- 4 ὦδε δὲ τις εἶπεσκεν ἰδὼν ἐς πλησίον ἄλλον.
- 5 “ὦ πόποι, ἦ δὴ μυρὶ” Ὀδυσσεύς ἐσθλὰ ἔοργεν
- 6 βουλὰς τ' ἐξάρχων ἀγαθὰς πόλεμόν τε κορύσσων·
- 7 νῦν δὲ τόδε μέγ' ἄριστον ἐν Ἀργείοισιν ἔρεξεν,
- 8 ὅς τὸν λωβητῆρα ἐπεσβόλον ἔσχ' ἀγοράων.”—2, 268-275

c MENELAUS ACCEPTS THE PROPOSAL OF PARIS

- 1 τοῖσι δὲ καὶ μετέειπε βοὴν ἀγαθὸς Μενέλαος
- 2 “κέκλυτε νῦν καὶ ἐμῷ· μάλιστα γὰρ ἄλγος ἰκάνει
- 3 θυμὸν ἐμόν· φρονέω δὲ διακρινθήμεναι ἡδὴ
- 4 Ἀργείους καὶ Τρῶας, ἐπεὶ κακὰ πολλὰ πέποσθε
- 5 εἶνεκ' ἐμῆς ἔριδος καὶ Ἀλεξάνδρου ἔνεκ' ἀρχῆς.
- 6 ἡμέων δ' ὅπποτέρῳ θάνατος καὶ μοῖρα τέτυκται,
- 7 τεθναίῃ· ἄλλοι δὲ διακρινθεῖτε τάχιστα.
- 8 οἴσετε δ' ἄρν', ἕτερον λευκὸν ἐτέρῃν δὲ μέλαιναν,
- 9 γῇ τε καὶ ἡελίῳ· Διὶ δ' ἡμεῖς οἴσομεν ἄλλον.”—3, 96-104

6 Translate into Greek [Do not use rare or poetic constructions]:

a Do not hinder me from doing what I have promised.

b The horsemen marched so rapidly that we were unable to pursue them.

c Whoever fights bravely against the enemy will receive money and ships from the king.

7 Write the Attic prose form for ἐπέεσσιν (*a*, 1), νηυσὶν (*a*, 2), ἦγε (*a*, 4), οἷς (*a*, 4), γέλασσαν (*b*, 3), Ἀργείοισιν (*b*, 7), ἀγοράων (*b*, 8), ἐμέο (*c*, 2), διακρινθήμεναι (*c*, 3), ἡελίφ (*c*, 9).

8 State the circumstances that led to the rebuke of Thersites (*b*). Give an account of the immediate results of the acceptance of the proposal in (*c*).

9 Give the reason for the case of ἐπέεσσιν (*a*, 1), Ἀχαιῶν (*a*, 2), θεῶ (*a*, 7), ἄριστον (*b*, 7), ἀγοράων (*b*, 8), βοήν (*c*, 1), ἐμέο (*c*, 2), ἡμέων (*c*, 6); for the mode of διακρινθήμεναι (*c*, 3), τεθναίη (*c*, 7).

10 Classify the following participles: ἄγων (*a*, 8), ἀλγίστας (*b*, 2), ἀχνύμενοί (*b*, 3). Conjugate ἔκρινεν (*a*, 6), τεθναίη (*c*, 7) in the voice, mode and tense here found. Compare ἡδὺ (*b*, 3).

11 From what verb is each of the following and where is the form found: μαχησαμένω (*a*, 1), εἶσεν (*a*, 8), ἔρεξεν (*b*, 7), τέτυκται (*c*, 6), διακρινθεῖτε (*c*, 7)?

12 Write the principal parts of ἀνστήτην (*a*, 2), ἔσχ' (*b*, 8), οἴσομεν (*c*, 9). Decline Χρυσήϊδα (*a*, 7), ἄλγος (*c*, 2) in singular and plural. Compare μέλαιναν (*c*, 8).

13 Explain the force of ἄρα (*a*, 5), καὶ (*b*, 3), ἤδη (*c*, 3). Select from the above passages an iterative verb and a patronymic and explain the formation of each.

14 Give the composition of each of the following words and the meaning of each part: καλλιπάρηγον (*a*, 7), ἐπεσβόλον (*b*, 8), Ἀλεξάνδρου (*c*, 5). Mention and define the rhetorical figure in ἔτερον λευκὸν . . . καὶ ἡελίφ (*c*, 8-9) and explain the reference.

15 Scan lines 5, 6 and 7 of (*c*), marking quantity of syllables, division into feet and principal cesuras. Account for the length of αἰ in καὶ (*c*, 5); of the ultima in Ἀλεξάνδρου (*c*, 5). Mention and explain the figure of prosody in ἡμέων (*c*, 6).

High School Department

174TH EXAMINATION

HOMER'S ILIAD

Thursday, June 19, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a AGAMEMNON REFUSES TO GIVE UP HIS PRIZE

- 1 ἐνθ' ἄλλοι μὲν πάντες ἐπενφήμησαν Ἀχαιοί
- 2 αἰδεῖσθαι θ' ἱερῇα καὶ ἀγλαὰ δέχθαι ἄποινα·
- 3 ἀλλ' οὐκ Ἀτρεΐδῃ Ἀγαμέμνονι ἦνδανε θυμῷ,
- 4 ἀλλὰ κακῶς ἀφίει, κρατερὸν δ' ἐπὶ μῦθον ἔτελλεν.
- 5 “μή σε, γέρον, κοίλῃσιν ἐγὼ παρὰ νηυσὶ κιχείω
- 6 ἢ νῦν δηθύνοντ' ἢ ὕστερον αὖτις ἰόντα,
- 7 μὴ νυ τοι οὐ χραΐσμη σκήπτρον καὶ στέμμα θεοῖο.
- 8 τὴν δ' ἐγὼ οὐ λύσω.”—1, 22-29

b ODYSSEUS OBEYS THE COMMAND OF ATHENA

- 1 ὣς φάθ', ὃ δὲ ξυνέηκε θεᾶς ὅπα φωνησάσης,
- 2 βῆ δὲ θέειν, ἀπὸ δὲ χλαῖναν βάλε· τὴν δ' ἐκόμισσεν
- 3 κῆρυξ Εὐρυβάτης Ἰθακῆγιος, ὃς οἱ ὀπήδει.
- 4 αὐτὸς δ' Ἀτρεΐδew Ἀγαμέμνονος ἀντίος ἔλθων
- 5 δέξατό οἱ σκήπτρον, πατρώιον, ἄφθιτον αἰεὶ·
- 6 σὺν τῷ ἔβη κατὰ νῆας Ἀχαιῶν χαλκοχιτώνων.
- 7 ὃν τινα μὲν βασιλῆα καὶ ἔзоχον ἄνδρα κιχείη,
- 8 τὸν δ' ἄγανοῖς ἐπέεσσιν ἐρητύσασκε παραστάς.—2, 182-189

c ALEXANDER REPLIES TO HECTOR'S REBUKE

- 1 τὸν δ' αὖτε προσέειπεν Ἀλέξανδρος θεοειδής·
- 2 “Ἔκτορ, ἐπεὶ με κατ' αἶσαν ἐνείκεσας οὐδ' ὑπὲρ αἶσαν—
- 3 αἰεὶ σοὶ κραδίη πέλεκυς ὥς ἐστιν ἀτειρής,
- 4 ὃς τ' εἰσιν διὰ δουρὸς ὑπ' ἀνέρος, ὃς ῥά τε τέχνη
- 5 νήϊον ἐκτάμνησιν, ὀφέλλει δ' ἀνδρὸς ἐριήν·
- 6 ὥς σοὶ ἐνὶ στήθεσσιν ἀτάρβητος νόος ἐστίν—
- 7 μή μοι δῶρ' ἐρατὰ πρόφερε χρυσέης Ἀφροδίτης·
- 8 οὐ τοι ἀπόβλητ' ἐστὶ θεῶν ἐρικυδέα δῶρα,
- 9 ὅσσα κεν αὐτοὶ δῶσιν. ἐκὼν δ' οὐκ ἂν τις ἔλοιτο.”—3, 58-66

6 Translate into Greek [Do not use rare or poetic constructions]:

a He said that he would go at once if they would give him boats and a guide.

b The bridge must be cut down in order that the enemy may not cross.

c We heard that they were fighting against the king's will.

7 Select 10 different epic forms from questions 1-5 and write the Attic prose form for each.

8 State the cause and the immediate results of the action of Odysseus in (*b*). Give the circumstances leading to Alexander's answer in (*c*).

9 Give the reason for the case of *θυμῷ* (*a*, 3), *θεοῖο* (*a*, 7), *οἱ* (*b*, 3), *Ἀγαμέμνωνος* (*b*, 4), *οἱ* (*b*, 5), *τέχνη* (*c*, 4), *μοι* (*c*, 7), *ἀπόβλητ'* (*c*, 8); for the mode of *αἰδέσθαι* (*a*, 2), *θίειν* (*b*, 2).

10 Give the reason for the mode of *κιχείω* (*a*, 5), *ῥαϊσμόν* (*a*, 7), *κιχείη* (*b*, 7), *δῶσιν* (*c*, 9), *ἔλοιτο* (*c*, 9). Conjugate *ἔμην* (*b*, 6) in the voice, mode and tense here found. Compare *κακῶς* (*a*, 4), *ἀγανοῖς* (*b*, 8).

11 From what verb is each of the following and where is the form found: *ἤγδανε* (*a*, 3), *ξυνέηκε* (*b*, 1), *παραστάς* (*b*, 8), *ἐνείκεσας* (*c*, 2), *ἔισιν* (*c*, 4)?

12 Write the principal parts of *ἀφίει* (*a*, 4), *δέξατό* (*b*, 5), *πρόφερε* (*c*, 7). State the force of the position of *τὴν* (*a*, 8). Explain in full the accent of *ὦς* (*b*, 1), *ὦς* (*c*, 3).

13 Explain the reference in *σκήπτρον καὶ στέμμα θεοῖο* (*a*, 7), *σκήπτρον* (*b*, 5); the formation of *ἐρητύσασκε* (*b*, 8). Mention *τινω* epithets other than *χαλκοχιτώνων* (*b*, 6) applied to the Achaeans. Mention and define a rhetorical figure in (*c*).

14 Give the composition of *each* of the following words and the meaning of each part: *ἐπευφήμησαν* (*a*, 1), *χαλκοχιτώνων* (*b*, 6), *θεοειδής* (*c*, 1). Explain the derivation of *each* of the following, giving meaning of stem and of prefix or suffix: *πατρώιον* (*b*, 5), *ἐρικυδέα* (*c*, 8).

15 Scan the first *three* lines of (*a*), marking quantity of syllables, division into feet and principal cesuras. Define asyndeton and tmesis, selecting an example of each from questions 1-5.

High School Department

172D EXAMINATION

GREEK—Second Year

Tuesday, January 28, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a HOW AGESILAUS PROVIDED HIMSELF WITH CAVALRY

1 Ἐπεὶ μέντοι ἀνὰ τὰ πεδία οὐδὲ ἐν τῇ Φρυγίᾳ ἐδύνατο στρατεῦσθαι διὰ
2 τὴν Φαρναβάζου ἰππείαν, ἔδοξεν αὐτῷ ἰππικὸν κατασκευαστέον εἶναι, ὥς μὴ
3 δραπετεύοντα πολεμῆν δέοι αὐτόν. Τοὺς μὲν οὖν πλουσιωτάτους ἐκ πασῶν
4 τῶν ἐκεῖ πόλεων ἰπποτροφεῖν κατέλεξε. Προεῖπε δέ, ὅστις παρέχοιτο
5 ἵππον καὶ ὄπλα καὶ ἄνδρα δόκιμον, ὥς ἐξέσοιτο αὐτῷ μὴ στρατεῦσθαι· καὶ
6 ἐποίησεν οὕτως ἕκαστον προθύμως ταῦτα πράττειν ὥσπερ ἂν τις τὸν ὑπὲρ
7 αὐτοῦ ἀποθανούμενον προθύμως μαστεύοι. Ἔταξε δὲ καὶ πόλεις ἐξ ὧν δέοι
8 τοὺς ἰππέας παρασκευάζειν.—Xenophon, Agesilaus, 1

b LYSANDER OBTAINS MONEY FROM CYRUS

1 Τῷ δ' ἐπώνοντι ἔτει, Λύσανδρος ἀφικόμενος εἰς Ἐφεσον μετεπέμψατο
2 Ἑτερόνικον ἐκ Χίου σὺν ταῖς ναυσί, καὶ τὰς ἄλλας πάσας συνήθροισεν, εἰ
3 πού τις ἦν, καὶ ταύτας τ' ἐπεσκεύαζε καὶ ἄλλας ἐν Ἀντάνδρῳ ἐναυπηγεῖτο.
4 Ἐλθὼν δὲ παρὰ Κύρον χρήματα ἤτει· ὁ δ' αὐτῷ εἶπεν ὅτι τὰ μὲν παρὰ
5 βασιλέως ἀνηλωμένα εἶη, καὶ ἔτι πλείω πολλῶ, δεικνύνων ὅσα ἕκαστος τῶν
6 ναυάρχων ἔχοι, ὅμως δ' ἔδωκε. Λαβὼν δὲ ὁ Λύσανδρος τὰργύριον, ἐπὶ τὰς
7 τριήρεις τριηράρχους ἐπέστειρε καὶ τοῖς ναύταις τὸν ὀφειλόμενον μισθὸν
8 ἀπέδωκε.—Hellenica, 2, 1

c THE GIFTS OF FORTUNE

1 Καὶ γὰρ ἐκεῖνοι, ὅταν μὲν λάβωσι τὸ ἀργύριον παρὰ τῶν ἀνθρώπων,
2 χαίρουσι, καὶ ἴδιον νομίζουσιν εἶναι. Ὅταν δὲ ἀπαιτῶνται, ἀγανακτοῦσι,
3 καὶ δεινὰ οἴονται πεπονθέναι· οὐ μνημονεύοντες, ὅτι ἐπὶ τούτῳ ἔλαβον τὰ
4 θέματα, ἐφ' ᾧ μὴδὲν κωλύειν τὸν θέμενον πάλιν κομίσασθαι. Ὡσαύτως
5 τοῖνυν κελεύει ἔχειν τὸ Δαιμόνιον καὶ πρὸς τὴν παρ' αὐτῆς δόσιν, καὶ μνη-
6 μονεῖν, ὅτι τοιαύτην ἔχει φύσιν ἡ Τύχη, ὥστε ἃ δέδωκεν ἀφελέσθαι, καὶ
7 ταχέως πάλιν δοῦναι πολλαπλάσια, αὐτὴς δὲ ἀφελέσθαι ἃ δέδωκεν.

—Cebes, Tabula, 31

6 Translate into Greek:

a Because he had no money to build ships Lysander went to Cyrus.

b Men ask why the gifts of fortune are taken away from them.

c He will not march till he has given the sailors the pay that is due them.

7 Explain how Agesilaus happened to be in Phrygia (*a*). Give an account of the condition of the Spartan fleet when Lysander went to Cyrus (*b*).

8 Give the reason for the case of *ἱππικὸν* (*a*, 2), *ἔτει* (*b*, 1), *πολλῶ* (*b*, 5), *νανάρχων* (*b*, 6), *ἴδιον* (*c*, 2); for the mode of *δέοι* (*a*, 3), *παρέχοιτο* (*a*, 4), *μαστεύει* (*a*, 7), *ἔχοι* (*b*, 6), *λάβωσι* (*c*, 1).

9 Classify the following participles: *ἀφικόμενος* (*b*, 1), *μνημονεύοντες* (*c*, 3). Give the syntax of *στρατεύεσθαι* (*a*, 1), *δραπετεύοντα* (*a*, 3), *πολεμεῖν* (*a*, 3), *ἵπποτροφεῖν* (*a*, 4), *εἶναι* (*c*, 2), *δοῦναι* (*c*, 7). Decline *τριήρεις* (*b*, 7) in singular and plural.

10 From what verb is each of the following and where is the form found: *ἔταξε* (*a*, 7), *συνήθροισεν* (*b*, 2), *ἀηλωμένα εἶη* (*b*, 5), *πεπονθέναι* (*c*, 3), *ἀφελέσθαι* (*c*, 7)?

11 Write the principal parts of *ἐδύνατο* (*a*, 1), *κατέλεξε* (*a*, 4), *ἐπέστησε* (*b*, 7), *ὀφειλόμενον* (*b*, 7), *ἔχειν* (*c*, 5).

12 Conjugate *ἐδύνατο* (*a*, 1), *εἶπεν* (*b*, 4) in the voice, mode and tense here found. Write the first form of each mode, including participle, of *κελεύει* (*c*, 5). Compare *ταχέως* (*c*, 7).

13 Give the force of *οὖν* (*a*, 3), the first *καὶ* in (*c*, 5). Explain the force of the imperfect in *ἦται* (*b*, 4); the contraction in *τάργυριον* (*b*, 6); the force of *ἀπό* in *ἀπέδωκε* (*b*, 8).

14 Translate into Greek: If Agesilaus had not needed cavalry, he would not have asked the cities to provide him with men, arms and horses. But he thought that he must have cavalry in order to fight the horsemen of the enemy in the plains of Phrygia.

15 Give the composition of each of the following and the meaning of each part: *ἵπποτροφεῖν* (*a*, 4), *τριηράρχους* (*b*, 7), *μηδέν* (*c*, 4). Explain the formation of the verbal adjective *κατασκευαστών* (*a*, 2). Account for the use of *μή* (*a*, 5).

High School Department

174TH EXAMINATION

GREEK—Second Year

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

NOBLE DESCENT OF AGESILAUS

- 1 Οἶδα μὲν ὅτι τῆς Ἀγησιλάου ἀρετῆς τε καὶ δόξης οὐ ῥάδιον ἄξιον
2 ἔπαινον γράψαι, ὅμως δ' ἐγχειρητέον. Οὐ γὰρ ἂν καλῶς ἔχοι εἰ, ὅτι τελῶς
3 ἀνὴρ ἀγαθὸς ἐγένετο, διὰ τοῦτο οὐδὲ μειόνων ἂν τυγχάνοι ἐπαινῶν. Περὶ
4 μὲν οὖν εὐγενείας αὐτοῦ τί ἂν τις μείζον καὶ κάλλιον εἰπὲν ἔχοι ἢ ὅτι ἔτι
5 καὶ νῦν τοῖς προγόνους ὀνομαζομένοις ἀπομνημονεύεται ὁπόστος ἀφ' Ἡρα-
6 κλέους ἐγένετο, καὶ τούτοις οὐκ ἰδιώταις ἀλλ' ἐκ βασιλέων βασιλεῦσιν;
7 Ἄλλὰ μὲν οὐδὲ ταύτη γ' ἂν τις ἔχοι καταμέμψασθαι αὐτοὺς ὥς βασι-
8 λεύουσι μὲν, πόλεως δὲ τῆς ἐπιτυχούσης.—Xenophon, Agesilaus, I

b

CALLICRATIDAS TRIES TO SURPRISE THE ATHENIANS

- 1 Ὁ δὲ Καλλικρατίδας ἀκούων τὴν βοήθειαν ἤδη ἐν Σάμῳ οὖσαν, αὐτοῦ
2 μὲν κατέλιπε πεντήκοντα ναῦς καὶ ἄρχοντα Ἐπεόνικον, ταῖς δὲ εἴκοσι καὶ
3 ἑκατὸν ἀναχθεῖς ἐδειπνοποιεῖτο τῆς Λέσβου ἐπὶ τῇ Μαλέᾳ ἄκρα ἀντίον τῆς
4 Μυτιλήνης. Τῇ δ' αὐτῇ ἡμέρᾳ ἔτυχον καὶ οἱ Ἀθηναῖοι δεῖπνοποιούμενοι
5 ἐν ταῖς Ἀργινούσαις· αὐταὶ δ' εἰσὶν ἀντίον τῆς Λέσβου. Τῆς δὲ νυκτὸς
6 ἰδὼν τὰ πυρά, καὶ τινων αὐτῷ ἐξαγγελάντων ὅτι οἱ Ἀθηναῖοι εἰεν, ἀνήγατο
7 περὶ μέσας νύκτας, ὥς ἐξαπινάίως προσπέσοι· ὕδωρ δ' ἐπιγενόμενον πολὺ
8 καὶ βρονταὶ διεκώλυσαν τὴν ἀναγωγὴν. Ἐπεὶ δὲ ἀνέσχεν, ἅμα τῇ ἡμέρᾳ
9 ἔπλει ἐπὶ τὰς Ἀργινούσας.—Hellenica, I, 6

c

VICTIMS OF FALSE DISCIPLINE

- 1 Ὅτι οἱ μὲν ἐν τῷ πρώτῳ περιβόλῳ οὐ προσποιῶνται ἐπίστασθαι ἃ οὐκ
2 οἶδασιν, οἱ δ' ἐν τῷ δευτέρῳ περιβόλῳ, εἰ μὴδὲν ἄλλο, προσποιούνται γε
3 ἐπίστασθαι ἃ οὐκ οἶδασιν. Ἔως δ' ἂν ἔχωσι ταύτην τὴν δόξαν, ἀκινήτους
4 αὐτοὺς ἀνάγκη εἶναι πρὸς τὸ ὁρμᾶν πρὸς τὴν Ἀληθινὴν Παιδείαν. Εἴτα
5 τὸ ἕτερον οὐχ ὁρᾷς, ὅτι καὶ αἱ Δόξαι ἐκ τοῦ πρώτου περιβόλου εἰσπορεύ-
6 ονται πρὸς αὐτοὺς ὁμοίως; Ὡστε οὐδὲν οὗτοι ἐκείνων βελτίους εἰσὶν, ἐὰν
7 μὴ καὶ τούτοις συνῇ ἡ Μεταμέλεια, καὶ πεισθῶσιν ὅτι οὐ Παιδείαν ἔχουσιν,
8 ἀλλὰ Ψευδοπαιδείαν, δι' ἧς ἀπατῶνται.—Cebes, Tabula, 35

6 Translate into Greek:

a Would it not be well if a good man should receive praise for his virtue?

b If they knew what they pretended to know, they would not be deceived.

c Do not attempt to write till I tell you.

7 Give an account of the battle that followed the events mentioned in (*b*) and state its results.

8 Give the reason for the case of ἀρετῆς (*a*, 1), ἐπαίων (*a*, 3), προγόνους (*a*, 5), ἡμέρα (*b*, 4), νυκτὸς (*b*, 5), ἐκείνων (*c*, 6), τοῦτοις (*c*, 7); for the mode of γράψαι (*a*, 2), εἰπεῖν (*a*, 4), ὁρμᾶν (*c*, 4).

9 Give the reason for the mode of τυγχάνοι (*a*, 3), ἔχοι (*a*, 4), εἶεν (*b*, 6), προσπέσοι (*b*, 7), ἔχωσι (*c*, 3), συνῇ (*c*, 7). Explain the construction of οἶσαν (*b*, 1), δειπνοποιούμενοι (*b*, 4), εξαγγελάντων (*b*, 6). Compare βελτίους (*c*, 6).

10 From what verb is each of the following and where is the form found: ἐγένετο (*a*, 3), καταμύψασθαι (*a*, 7), ἀναχθεῖς (*b*, 3), ἀνέσχεν (*b*, 8), πεισθῶσιν (*c*, 7)?

11 Conjugate ἔτυχον (*b*, 4), συνῇ (*c*, 7) in the voice, mode and tense here found. Write the first form of each mode, including participle, of ἐγένετο (*a*, 3), in the voice and tense here found. Compare ῥῆδιον (*a*, 1).

12 Write the principal parts of γράψαι (*a*, 2), τυγχάνοι (*a*, 3), ἀκούων (*b*, 1), κατέλιπε (*b*, 2), ὁρᾷς (*c*, 5).

13 Give the force of καὶ (*a*, 5), ἤδη (*b*, 1), γε (*c*, 2). Explain the force of the tense of ἀνήγετο (*b*, 6). Give the correlative of οἱ μὲν (*c*, 1).

14 Translate into Greek: When Callicratidas saw the fires of the Athenians he wished to make an attack the same night, but a heavy rain came up and hindered him from sailing. As soon as the rain stopped he put to sea.

15 Give the composition of *each* of the following words and the meaning of each part: εὐγενείας (*a*, 4), ἀναγωγὴν (*b*, 8), περιβόλῳ (*c*, 1). State the connection of *each* of the following with the story of the *Tabula*: Μεταμέλεια (*c*, 7), Ψευδοπαιδείαν (*c*, 8).

High School Department

172D EXAMINATION

GREEK—Third Year

Thursday, January 30, 1902—1.15 to 4.15 p. m., only

Answer the first seven questions and three of the others but no more. If more than three of the others are answered only the first three answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a ODYSSEUS TALKS WITH THE GHOST OF ACHILLES

1 "ὦς ἔφατ', αὐτὰρ ἐγὼ μιν ἀμειβόμενος προσέειπον·

2 "ἦ τοι μὲν Πηλῆος ἀμύμονος οὗ τι πέπυσμαι,

3 αὐτὰρ τοι παιδὸς γε Νεοπτολέμοιο φίλοιο

4 πᾶσαν ἀληθείην μυθήσομαι, ὥς με κελεύεις·

5 αὐτὸς γάρ μιν ἐγὼ κοίλῃς ἐπὶ νηὸς εἴσῃς

6 ἤγαγον ἐκ Σκύρου μετ' ἐκκνήμιδας Ἀχαιοῖς.

7 ἦ τοι ὅτ' ἀμφὶ πόλιν Τροίην φραζοίμεθα βουλάς,

8 αἰεὶ πρῶτος ἔβαζε καὶ οὐχ ἡμάρτανε μύθων·

9 Νέστωρ τ' ἀντίθεος καὶ ἐγὼ νικάσκομεν οἶω."

βάζω=speak

—Homer, *Odyssey*, 11, 504-512

b CYRUS POSSESSES THE POWER OF DIVINATION

1 Προϊόντι δὲ τῷ Κύρῳ ὁ πατὴρ ἤρχετο λόγον τοιοῦδε. ὦ παῖ, ὅτι μὲν

2 οἱ θεοὶ ἰλεῷ τε καὶ εὐμνεῖς πέμπουσί σε καὶ ἐν ἱεροῖς δῆλον καὶ ἐν οὐρα-

3 νίοις σημείοις· γινώσκεις δὲ καὶ αὐτός. Ἐγὼ γάρ σε ταῦτα ἐπίτηδες

4 ἐδιδάξαμην, ὅπως μὴ δὲ ἄλλων ἐρμηνέων τὰς τῶν θεῶν συμβουλίας συνείης,

5 ἀλλ' αὐτὸς καὶ ὁρῶν τὰ ὁρατὰ καὶ ἀκούων τὰ ἀκουστὰ γινώσκῃς καὶ μὴ

6 ἐπὶ μάντεσιν εἴης, εἰ βούλονται σε ἐξαπατᾶν ἕτερα λέγοντες ἢ τὰ παρὰ

7 τῶν θεῶν σημαινόμενα.—Xenophon, *Cyropaedia*, 1, 6

ἐπίτηδες=advisedly, συνήμι=understand

c TISSAPHERNES IS EXECUTED

1 Γνοὺς δὲ καὶ αὐτὸς ὁ Περσῶν βασιλεὺς Τισσαφέρνην αἴτιον εἶναι τοῦ

2 κακῶς φέρεσθαι τὰ αὐτοῦ, Τιθραύστην καταπέμψας ἀποτέμνει αὐτοῦ τὴν

3 κεφαλὴν. Τοῦτο δὲ ποιήσας ὁ Τιθραύστης πέμπει πρὸς τὸν Ἀγησίλαον

4 πρέσβεις λέγοντας· ὦ Ἀγησίλαε, ὁ μὲν αἴτιος τῶν πραγμάτων καὶ ὑμῖν

5 καὶ ἡμῖν ἔχει τὴν δίκην· βασιλεὺς δὲ ἀξιοῖ σὲ μὲν ἀποπλεῖν οἴκαδε, τὰς δ'

6 ἐν τῇ Ἀσίᾳ πόλεις αὐτονόμους οὕσας τὸν ἀρχαῖον δασμὸν αὐτῷ ἀποφέρειν.

—Hellenica, 3, 4

κακῶς φέρομαι=be unsuccessful, δασμός=tribute

6 Translate into Greek: a) Odysseus told Achilles that Neoptolemus was excelled in speaking only by Nestor, b) If our affairs are unsuccessful, I am not to blame, c) Let the culprit pay the penalty.

7 Translate into Greek: a) Would that I had known what the gods wished me to do, b) Messengers were sent to the king, urging him to go away in order that he might not be deceived and that his ships might not be taken.

8 Give the reason for the case of Πηλῆος (*a*, 2), μύθων (*a*, 8), θεῶν (*b*, 4), αἴτιον (*c*, 1), πραγμάτων (*c*, 4), ὑμῖν (*c*, 4); for the mode of φραζοίμεθα (*a*, 7), συνείης (*b*, 4), βούλονται (*b*, 6), ἀποπλεῖν (*c*, 5).

9 Translate into English:

Ἐνταῦθα ἴσταντο οἱ πολέμοι· καὶ ἐπεὶ ἤρξαντο καταβαίνειν ἀπὸ τοῦ μαστοῦ πρὸς τοὺς ἄλλους, ἔνθα τὰ ὅπλα ἔκειντο, ἵεντο δὲ οἱ πολέμοι πολλῶν πλήθει καὶ θορύβῳ· καὶ ἐπεὶ ἐγένοντο ἐπὶ τῆς κορυφῆς τοῦ μαστοῦ ἀφ' οὗ Ξενοφῶν κατέβαιναν, ἐκυλίνδουν πέτρας.—Xenophon, Anabasis, 4, 2

μαστός=hill, κορυφή=summit, κυλινδέω=roll

10 Translate into English:

Ἐμοὶ μὲν δὲ Σωκράτης τοιοῦτος ὢν ἐδόκει τιμῆς ἄξιος εἶναι μᾶλλον ἢ θανάτου. Καὶ κατὰ τοὺς νόμους δὲ σκοπῶν ἂν τις τοῦθ' εὖροι. Κατὰ γὰρ τοὺς νόμους, ἐάν τις φανερὸς γένηται κλέπτων ἢ ἱεροσυλῶν, τοῦτοις θανάτος ἐστὶν ἡ ζημία· ὢν ἐκείνος πάντων ἀνθρώπων πλείστον ἀπείχετο. Ἀλλὰ μὴν τῇ πόλει γε οὔτε πολέμου κακῶς συμβάντος, οὔτε ἄλλου κακοῦ οὐδενὸς πώποτε αἴτιος ἐγένετο.—Memorabilia, 1, 2

ἱεροσυλέω=rob a temple, ζημία=punishment

11 Translate into Greek: If Socrates had not lived in accordance with the laws and had not held aloof from wicked men, he would have deserved death; but he did none of these things, therefore he is worthy of honor.

12 Translate into English:

“καὶ ποτέ τις εἶπεν ἰδὼν κατὰ δάκρυ χέουσαν

Ἐκτορος ἥδε γυνή, ὅς ἀριστεύεσκε μάχεσθαι

Τρώων ἵπποδάμων, ὅτε Ἴλιον ἀμφεμάχοντο.”

ὥς ποτέ τις ἔρρει· σοὶ δ' αὖ νέον ἔσσεται ἄλγος

χῆρτί τοιοῦδ' ἀνδρός, ἀμύνειν δούλιον ἤμαρ.”—Homer, Iliad, 6, 459-463

χῆρτος=need

13 Translate into English:

Ἐν δὲ τῷ αὐτῷ χειμῶνι οἱ Ἀθηναῖοι, τῷ πατρίῳ νόμῳ χρώμενοι, δημοσίᾳ ταφὰς ἐποίησαντο τῶν ἐν τῷδε τῷ πολέμῳ πρῶτον ἀποθανόντων. Τιθέασιν οὖν ἐς τὸ δημόσιον σῆμα, ὃ ἐστὶν ἐπὶ τοῦ καλλίστου προαστείου τῆς πόλεως, καὶ αἱ ἐν αὐτῷ θάπτουσι τοὺς ἐκ τῶν πολέμων, πλὴν γε τοὺς ἐν Μαραθῶνι.

—Thucydides, Peloponnesian war, 2, 34

δημοσίᾳ=at public expense, σῆμα=tomb, προάστειον=suburb

14 Give an account of *two* of the following: battle of Cunaxa and its results, return of Odysseus, Peloponnesian war, death of Socrates.

15 Write and translate Greek sentences illustrating *three* of the following: accusative of extent, supplementary participle, dative of the agent, predicate genitive, conditional relative of the future less vivid form.

High School Department

174TH EXAMINATION

GREEK—Third Year

Thursday, June 19, 1902—1.15 to 4.15 p. m., only

Answer the first seven questions and three of the others but no more. If more than three of the others are answered only the first three answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a POSEIDON RAISES A STORM

- 1 Ὡς εἰπὼν σύναγεν νεφέλας, ἐτάραξε δὲ πόντον
- 2 χερσὶ τρίαιναν ἑλών· πάσας δ' ὀρόθουνεν ἀέλλας
- 3 παντοίων ἀνέμων, σὺν δὲ νεφέεσσι κάλυψε
- 4 γαῖαν ὁμοῦ καὶ πόντον· ὀρώρει δ' οὐρανόθεν νύξ.
- 5 σὺν δ' Εὐρώς τε Νότος τ' ἔπεσε Ζέφυρός τε δυσαῆς
- 6 καὶ Βορέης αἰθρηγενέτης, μέγα κῦμα κυλίνδων.
- 7 καὶ τότε Ὀδυσσεύς λυτο γούνατα καὶ φίλον ἦτορ,
- 8 ὀχθήσας δ' ἄρα εἶπε πρὸς ὃν μεγαλήτορα θυμόν.

—Homer, *Odyssey*, 5, 291-298

ὀροθύνω = rouse, ἀέλλα = blast, δυσαῆς = ill-blowing, ὀχθέω = be vexed

b THE BATTLE FOR THE HIGHTS

- 1 Καὶ τὴν μὲν νύκτα ἐνταῦθα διήγαγον· ἐπεὶ δ' ἡμέρα ὑπέφαινε, ἐπορεύ-
- 2 οντο σιγῇ συντεταγμένοι ἐπὶ τοὺς πολεμίους· καὶ γὰρ ὁμίχλη ἐγένετο,
- 3 ὥστ' ἔλαθον ἐγγὺς προσελθόντες. Ἐπεὶ δὲ εἶδον ἀλλήλους, ἡ τε σάλπιγξ
- 4 ἐπεφθέγγετο καὶ ἀλαλάζαντες ἱέντο ἐπὶ τοὺς ἀνθρώπους· οἱ δ' οὐκ ἐδέξαντο,
- 5 ἀλλὰ λιπόντες τὴν ὁδὸν φεύγοντες ὀλίγοι ἀπέθνησκον· εὐζωνοὶ γὰρ ἦσαν.
- 6 Οἱ δὲ ἀμφὶ Χειρίσοφον, ἀκούσαντες τῆς σάλπιγγος, εὐθὺς ἱέντο ἄνω κατὰ
- 7 τὴν φανεράν ὁδόν· ἄλλοι δὲ τῶν στρατηγῶν κατὰ ἀτριβεῖς ὁδοὺς ἐπο-
- 8 ρεύοντο ἢ ἔτυχον ἕκαστοι ὄντες.—Xenophon, *Anabasis*, 4, 2

ἰποφαίνω = begin to dawn, ὁμίχλη = fog, ἀλαλάζω = shout the war-cry, ἀτριβής = untrodden

c CYRUS ADDRESSES THE PERSIAN SOLDIERS

- 1 Οὕτω δὲ ὁ Κῦρος καταθεῖς τὰ ὅπλα καὶ συγκαλέσας πάντας τοὺς Περσῶν
- 2 στρατιώτας ἔλεξε τοιάδε. Ἄνδρες Πέρσαι, ὑμεῖς καὶ ἔφυτε ἐν τῇ αὐτῇ
- 3 ἡμῖν καὶ ἐτράφητε, καὶ τὰ σώματά τε οὐδὲν ἡμῶν χείρονα ἔχετε, ψυχὰς τε
- 4 οὐδὲν κακίονας ὑμῖν προσήκει ἡμῶν ἔχειν. Τοιοῦτοι δ' ὄντες ἐν μὲν τῇ
- 5 πατρίδι οὐ μετείχετε τῶν ἰσῶν ἡμῖν. Νῦν δὲ ὅπως μὲν ταῦτα ἔχετε ἐμοὶ
- 6 μελήσει σὺν τοῖς θεοῖς· ἔξεστι δ' ὑμῖν, εἰ βούλεσθε, λαβόντας ὅπλα οἰάπερ
- 7 ἡμεῖς ἔχομεν εἰς τὸν αὐτὸν ἡμῖν κίνδυνον ἐμβαίνειν, καὶ ἂν τι ἐκ τούτων
- 8 καλὸν κἀγαθὸν γίγηται, τῶν ὁμοίων ἡμῖν ἀξιούσθαι.—Cycropaedia, 2, 1

ἔφυν = was born

6 Translate into Greek: (a) If the sea had not been stirred up, the waves would not have been very large, (b) Cyrus called all the soldiers together in order that he might speak to them, (c) They proceeded silently so that the fugitives did not hear them.

7 Translate into Greek: Cyrus said that the Persians should share all things equally with him, that if they wished, they could take arms and encounter the same dangers as he, and that he would see to it that they were honored.

8 Give the reason for the case of *χερσὶ* (α, 2), *ἀνέμων* (α, 3), *σάλπιγγος* (β, 6), *στρατηγῶν* (β, 7), *ἡμῖν* (γ, 3), *ἡμῶν* (γ, 4), *ἰσων* (γ, 5), *ὑμῖν* (γ, 6); for the mode of *ἔχειν* (γ, 4), *γίγνεται* (γ, 8).

9 Translate into English:

Καὶ εὐχετο δὲ πρὸς τοὺς θεοὺς ἀπλῶς τάγαθὰ διδόναι, ὡς τοὺς θεοὺς κάλλιστα εἰδότας, ὅποια ἀγαθὰ ἐστί· τοὺς δ' εὐχομένους χρυσίον ἢ ἀργύριον ἢ ἄλλο τι τῶν τοιούτων οὐδὲν διάφορον ἐνόμιζεν εὐχεσθαι, ἢ εἰ μάχην ἢ ἄλλο τι εὐχοντο τῶν φανερώς ἀδήλων ὅπως ἀποβήσοιτο.

—Xenophon, *Memorabilia*, 1, 3

ἀπλῶς = simply, *διάφορος* = different, *ἀποβαίνω* = result

10 Translate into English:

Ἐκ δὲ τούτου πέμψας Κῦρος ἀγγέλους εἰς Λακεδαίμονα ἡξίου, οἷόσπερ αὐτὸς Λακεδαιμονίους ἦν ἐν τῷ πρὸς Ἀθηναίους πολέμῳ, τοιούτους καὶ Λακεδαιμονίους αὐτῷ γίνεσθαι. Οἱ δ' ἔφοροι δίκαια νομίσαντες λέγειν αὐτὸν Σαμῖν τῷ τότε ναύαρχῳ ἐπέστευλαν ὑπηρετεῖν Κύρῳ, εἰ τι δέοιτο.—*Hellenica*, 3, 1

ἔφορος = ephor

11 Translate into Greek: (α) O that he had escaped the notice of the enemy as he went away, (β) When we see the men drawn up, we shall rush to take them, (γ) Your bodies are not weaker than ours, why should your souls be weaker than ours?

12 Translate into English:

ὥς εἰπὼν ὥτρυνε μένος καὶ θυμὸν ἐκάστου.
ἐνθ' αὖ Σαρπηδὼν μάλα νείκεσεν Ἑκτορα δῖον.
"Ἑκτορ, πῇ δὴ τοι μένος οἴχεται, ὃ πρὶν ἔχεσκες;
φῆς πού ἄτερ λαῶν πόλιν ἐξέμεν ἢδ' ἐπικούρων
οἶος, σὺν γαμβροῖσι κασιγνήτοισι τε σοῖσιν."—Homer, *Iliad*, 5, 470–474
γαμβρός = brother-in-law

13 Translate into English:

Ἔτι δέ, ὦ Σώκρατες, οὐδὲ δίκαιόν μοι δοκεῖς ἐπιχειρεῖν πρᾶγμα, σαντὸν προδοῦναι, ἐξὸν σωθῆναι· καὶ τοιαῦτα σπεύδεις περὶ σεαντὸν γενέσθαι, ἅπερ ἂν καὶ οἱ ἐχθροὶ σου σπεύσαιεν τε καὶ ἔσπενσαν σὲ διαφθεῖραι βουλόμενοι. Πρὸς δὲ τούτοις καὶ τοὺς υἱεῖς τοὺς σαντοῦ ἔμοιγε δοκεῖς προδιδόναι.

διαφθείρω = destroy

Plato, *Crito*, 5

14 Give an account of *two* of the following: search of Telemachus for Odysseus, the anger of Achilles, retreat of the 10,000, Xenophon as a historian.

15 Write and translate Greek sentences illustrating the following: dative of advantage, infinitive expressing result, accusative of specification, genitive of time, indirect question.

High School Department

172D EXAMINATION

GREEK PROSE COMPOSITION

Wednesday, January 29, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

Translate into Greek:

1 An army must be collected at once in order that we may besiege the city.

2 We fear that the enemy will come to attack us both by land and by sea.

3 Do not hinder the horsemen from crossing the plain and reaching the river.

4 Could any one say that Agesilaus was not brave and just and kind to his friends?

5 Alcibiades did not happen to be present when the Athenians promised the ambassadors not to make war.

6-7 The Greeks send messengers to Cyrus to ask him what he intends to do. Cyrus replies that he wishes to punish Abrocomas, a personal enemy, who is near the Euphrates river, but that he will not go in pursuit, if Abrocomas shall flee.

8-9 Cyrus sent for Lysander and forbade him to engage in a naval battle with the Athenians, till the Lacedaemonians should have many more ships. Cyrus said that he had much money and could provide many ships. Then taking all the tribute from the cities which were his own, he gave it to Lysander.

10-12 The barbarians brought this message to the Greeks: "If you plan to do harm to us, you will also harm yourselves. If we wish to destroy you, we are able to do so without incurring danger. We have provisions but you lack them. If we should be conquered, we would burn up the provisions and without these you could not fight. Since we have such resources for conquering you, why should we deceive you?"

13-15 There are many witnesses of the deeds done by Agesilaus. But witnesses are not needed. It is necessary for us only to mention his deeds and we are believed. He loved what was good and refrained from what was bad. He always abode by his oaths so that his enemies trusted him. Had he deceived them they would have hesitated before going to him.

punish = *δίκην ἐπιτίθμι*, forbid = *οὐκ ἔλω*, engage in a naval battle = *ναυμαχεῖω*, tribute = *φόρος*, resources = *πόροι*, witnesses = *μάρτυρες*, abide by = *ἐμμένω*, hesitate = *δκνέω*

High School Department

174TH EXAMINATION

GREEK PROSE COMPOSITION

Wednesday, June 18, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

Translate into Greek:

1 The messengers must be heard before we promise to become allies of the king.

2 The soldiers marched rapidly so that they reached the mountains at daybreak without hindrance.

3 Do not say that you fear that the army of the enemy is much larger than your own.

4 If we remain here till the generals come, we shall know what they wish us to do.

5 If Agesilaus had not been considered worthy to rule because of his birth, he would not have been chosen king.

6-7 Tissaphernes did not trust Agesilaus so he placed his cavalry in the plain to see what the Greeks were doing. He thought that Agesilaus intended to go to Caria. But instead of going forward, Agesilaus turned round and marched for many days, taking provisions for the army wherever he could.

8-9 If the Greeks should go away now, they would seem to break their treaties. They would have no provisions and no guides. The enemy could prevent them from crossing the river. Though they should go away by day or by night they could not escape the notice of the enemy.

10-12 Persuaded by Menon, some of the soldiers crossed the river before the rest of the army made a reply. When Cyrus saw them crossing, he was pleased and sent word to them that now he praised them, but that he would take care that they should praise him. Then all the other soldiers crossed the river. It was said that this river had never before been passable on foot.

13-15 The Athenians being besieged both by land and by sea were at a loss to know what to do, because they had neither ships nor allies nor food. They thought that there was no hope that they would not suffer in the same way that they had made others suffer. When their food had entirely given out, they sent ambassadors to Sparta to make peace on this condition—that the walls of Athens should stand.

birth=γένος, turn round=ἀντιστρέφω, never before=οὐπώποτε, passable=διαβατός, be at a loss=ἀπορέω, entirely=παντελῶς, give out=ἐπιλείπω

High School Department

170TH EXAMINATION

LATIN—First Year

August 1901—Three hours, only

Answer 10 questions but no more, including at least one translation into English and one translation into Latin. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Mark the division into syllables and the accent of *five* of the following: *militis, illius, equorum, poetae, urbibus, adestne, amabimus, rexerunt.*

2 Translate into English:

Id oppidum tam editum erat ut expugnari non posse videretur. Ante oppidum planities milia passuum tria in longitudinem patebat; reliquis ex omnibus partibus colles magnae altitudinis oppidum cingebant.

editus = elevated, *planities* = plain, *pateo* = extend, *cingo* = surround

3 Conjugate *posse* in the future indicative, in the perfect subjunctive; *videretur* in the perfect indicative passive, in the present subjunctive passive.

4 Decline, in the singular, *id oppidum, omnibus partibus.* Decline *tria* in the masculine.

5 Translate into Latin:

a This hill is higher than that.

b He came to lead the foot-soldiers.

c They were not able to return to Gaul.

d He says that Caesar is preparing an army.

e We must wage war with the Romans.

6 Write the second person singular of *each* of the tenses of the indicative and subjunctive passive of *capio*.

7 Translate into English:

Dareus, cum ex Europa in Asiam redisset, classem paravit, ut cum Atheniensibus bellum gereret. Ei classi duo duces praefecit, iisque ducenta peditum milia, decem equitum milia dedit. Inde ad Atticam accesserunt ac suas copias in campum duxerunt.

8 Give the reason for the case of *classi*, *iis*, *equitum*; for the mode of *redisset*, *gereret*.

9 Give the principal parts of *paravit*, *gereret*, *dedit*, *acceserunt*, *duxerunt*.

10 Decline *via longior*, *quidam puer*, in the singular; *audiens* in the masculine singular.

11 Translate into Latin:

a There were many soldiers in the town.

b Let us capture the fleet.

c He is about to lead his forces into Europe.

d Are the mountains of Asia high?

e If the horsemen were here, we should conquer.

12 Write all the infinitives and the present imperative, active and passive, of *amo*.

13 Translate into English:

Tres viatores a Gallia ad Italiam iter faciebant. Via et longa et difficillima erat quod undique montibus altissimis continebatur. Saepe cibi inopiam magnam viatores tolerabant; tandem nihil superat nisi unus panis, quem omnes diligentissime servabant.

viator=traveler, *cibus*=food, *tolero*=endure, *panis*=loaf of bread

14 From the Latin passage in question 13 select *a*) an ablative of means, *b*) an indeclinable noun, *c*) a predicate adjective, *d*) an accusative of limit of motion, *e*) an ablative of separation.

15 From the Latin passage in question 13 select and compare *a*) three adjectives, *b*) two adverbs.

High School Department

171ST EXAMINATION

LATIN—First Year

Tuesday, September 24, 1901—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more, including at least one translation into English and one translation into Latin. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Indicate the gender of each of four of the following nouns, giving the rule in each case: *agricola*, *ventus*, *celeritas*, *nomen*, *Garumna* (Garonne river), *pes*, *equitatus*, *Aegyptus* (Egypt), *res*.

2 Decline *dominus*, *vulnus*, in the singular; *victor*, *pars*, *dies*, in the plural.

3 Translate into English:

Equites nostri, ut eos subito adoriri *possent*, celeriter ad eum locum venerunt. *Clamore* ab ea parte audito pedites nostri magna *virtute* oppugnare coeperunt. Hostes, cum *se* superatos *viderent*, fuga salutem petiverunt.

subito=suddenly, *adorior*=attack

4 Give the reason for the case of *clamore*, *virtute*, *se*; for the mode of *possent*, *viderent*.

5 Translate into Latin:

a They were able to see the flight of the cavalry.

b The enemy must be overcome.

c If our men come, they will storm the place.

d He says that he began to conquer on that day.

e The Romans are all men of great valor.

6 Write the second person plural of *each* of the tenses of the indicative and subjunctive of *fio*.

7 Translate into English:

Erant viae duae quibus imperator ex Asia cum suo exercitu domum redire posset. Earum viarum brevior erat per loca quae nemo inolebat propter aquae inopiam; altera via erat multo longior sed per agros omnium rerum abundantes.

abundans=well supplied

8 Decline *haec pulchra urbs* in the singular; *facilis* in the plural in all genders.

9 From the Latin passage in question 7, select *a*) an ablative of accompaniment, *b*) a partitive genitive, *c*) an ablative of means, *d*) an accusative of limit of motion, *e*) a predicate adjective.

10 Write the principal parts of *duco*, *convoco*, *sequor*, *sum*, *relinquo*.

11 Translate into Latin:

- a* Who inhabit these places that we see?
- b* Let us seek peace from the barbarians.
- c* Is not this man much taller than his brother?
- d* There was a scarcity of all things in our army.
- e* The road was so long that we returned.

12 Conjugate *iubeo* in the perfect indicative active, in the future indicative passive; *peto* in the pluperfect indicative active, in the pluperfect subjunctive passive.

13 Translate into English:

- a* Ubi ea dies venit, legati ad eum reverterunt.
- b* Caesar respondit se cum iis pacem facturum esse.
- c* Barbari castris Romanorum potiti sunt.
- d* Hic locus ab colle milia passuum sex aberat.
- e* Horum adventu hostes bellum acrius gesserunt.

14 Compare *sapiens*, *difficilis*, *multus*. Form an adverb from *a*) *bonus*, *b*) *prudens*. Compare *one* of the adverbs formed.

15 Decline *a*) the gerund of *monco*, *b*) *altius oppidum* in the singular and plural.

High School Department

172D EXAMINATION

LATIN—First Year

Tuesday, January 28, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more, including at least one translation into English and one translation into Latin. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Mark the division into syllables and the accent of five of the following words: *patribus*, *causae*, *virtutis*, *amavistine*, *omnium*, *terrarum*, *rexerim*, *audiamur*.

2 Decline *civis*, *acies*, in the singular; *vir*, *nauta*, *tempus*, in the plural.

3 Translate into English:

Dum *haec* Romae geruntur, imperator cum eis militibus, quos a Caesare acceperat, in fines Gallorum venit. His praecerat Viridovix ac imperium tenebat earum omnium civitatum quae eo tempore defecerant. Ex his civitatibus Viridovix exercitum magnasque copias coegerat.

imperator = general, *Viridovix* = Viridovix, *deficio* = rebel, *cogo* = collect

4 Decline, in the singular, *imperium*, *omnium civitatum*, *exercitum*, the feminine of *haec*.

5 Conjugate *acceperat* in the future perfect indicative active, in the imperfect subjunctive passive; *tenebat* in the perfect indicative active, in the future indicative passive.

6 Translate into Latin:

a He says that he is a Roman general.

b He came to Rome to see the consul.

c Because their towns were fortified, the enemy did not fear.

d Let us go against the Gauls with our forces.

e Have you the sword that you captured?

7 Write the second person singular of each of the tenses of the indicative and subjunctive of *possum*.

8 Translate into English:

Cum Dareus ad Atticam cum copiis *accessisset*, Athenienses nuntium *Spartam* miserunt ut auxilium *peteret*. Postea Athenienses copias ex urbe *eduxerunt* castraque fecerunt. Secundo *die* sub monte *acie* instructa, proelium cum hostibus commiserunt.

Dareus=Darius, *Attica*=Attica

9 Give the reason for the case of *Spartam*, *die*, *acie*; for the mode of *accessisset*, *peteret*.

10 Translate into Latin:

a He orders the soldiers to make war on the Greeks.

b They will not obey the leader of the army.

c We must send messengers to our friends.

d Prepare to lead the cavalry into the territories of the Gauls.

e I am about to rule in those provinces.

11 Compare *altus*, *magnus*, *miser*. Form an adverb from *facilis*. Form and compare an adverb from *gravis*.

12 Decline in the plural *a)* *ego*, *tu*, *sui*, *b)* *amans* in all genders.

13 Write the principal parts of *geruntur*, *praeerat*, *tenebat* (question 3), *peteret*, *eduxerunt* (question 8).

14 Translate into English:

Deinde ab eo loco progressus Ulixes ad insulam Aeoliam venit. Ibi rex ipse Graecos accepit atque eis persuasit ut paucos dies in ea insula manerent. Septimo die Ulixes ad Ithacam sine mora profectus est.

progredior=advance, *Ulixes*=Ulysses, *Aeolia*=Aeolia

15 State, with reason, the case that should be used in translating into Latin each italicized word in the following:

a The army marched six *miles*.

b Part of the *soldiers* retreated.

c He gave *me* a book.

d We praised Cicero, the *consul*.

e He struck me with a *javelin*.

High School Department

173D EXAMINATION

LATIN—First Year

Wednesday, March 26, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more, including at least one translation into English and one translation into Latin. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Indicate the accent and the gender of *each* of the following nouns: *gladiatorum, insulae, montium, capite, noctibus, laborem, nihil, periculis, voluptatis, frumento*.

2 Decline *corpus, magister, adventus*, in the singular; *silva, eques*, in the plural.

3 Translate into English:

Hostes magnam classem contrahunt. Hos Conon adortus magno proelio fugat et multas naves *capit*. Qua victoria non solum Athenae, sed etiam omnis Graecia, quae sub imperio hostium fuerat, *liberata est*.

contraho=collect, *fugo*=put to flight, *Graecia*=Greece

4 Conjugate *capit* in the future indicative active, in the perfect subjunctive passive; *liberata est* in the future imperative active, in the present subjunctive passive.

5 Translate into Latin:

a The soldiers aided the wretched inhabitants.

b They will hasten to the city of Athens.

c He was overcome by a man larger than he.

d Since you are here, let us set out.

e The wall was destroyed by the foot-soldiers.

6 Decline, in the plural, *ingens proelium, iter difficile*, the feminine of *paucus*.

7 Write the principal parts of *exeo, recipio, utor, scio, habeo*.

8 Translate into English:

Cum celerrime ad fines *eorum venisset*, Remi, qui proximi Galliae sunt, ad eum legatos, primos civitatis, miserunt, qui *dicerent* se in potestatem populi Romani *permittere*. Hoc ab his factum est.

Remi=Remi, *potestas*=power, *permitto*=surrender

9 Give the reason for the case of *eorum, Galliae*; for the mode of *venisset, dicerent, permittere*.

10 Translate into Latin:

a These ambassadors were from that state.

b If we shall give everything to the Romans, we shall not be able to do this.

c Go before he comes.

d On the fifth day our army got possession of this town.

e He says that he will send hostages.

11 Write the second person singular of *each* of the tenses of the indicative active of *fero*; the third person plural of *each* of the tenses of the subjunctive passive of *fero*.

12 Translate into English:

a Oppidum aberat milia passuum octo.

b Consilio convocato domum suam reverterunt.

c Caesari omnia uno tempore erant agenda.

d Hic, cum fratri auxilium ferret, interfectus est.

e Ita eos terruimus ut naves peterent.

13 Compare *brevis, acer, malus*. Form an adverb from the positive of *acer*; from the positive, the comparative and the superlative of *malus*.

14 Decline, in singular and plural, the masculine of *ille*, the neuter of *quis*; in the plural, the neuter of *is*.

15 From the Latin sentences in question 12, select an ablative absolute, a dative of agent, a dative of the indirect object, an accusative of extent of space, an accusative of limit (end) of motion.

High School Department

174TH EXAMINATION

LATIN—First Year

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more, including at least one translation into English and one translation into Latin. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 State *three* rules for the accent of words. Illustrate each rule by a Latin word, indicating the accent of each word given.

2 Decline *domus, spes*, in the singular; *homo, equus, navis*, in the plural.

3 Translate into English:

Eo tempore equitatus totius Galliae magna *celeritate* convenit, *numero* milia quattuor, principesque ex omnibus civitatibus. *Eorum* paucos relinquere in Gallia, reliquos secum *ducere* decreverat, quod, cum ipse *abesset*, motum Galliae timebat.

reliqui=the rest, *decerno*=decide, *motus*=uprising

4 Give the reason for the case of *celeritate, numero, eorum*; for the mode of *ducere, abesset*.

5 Translate into Latin:

a A great number of them assembled when the chiefs were away.

b We are afraid because so few of us are left.

c The cavalry will be led by Caesar.

d Bring that javelin quickly.

e They are about to go.

6 Write the principal parts of *video, appello, interficio, conor, defendo*.

7 Decline *iste* in the singular, in all genders; *duo* in all genders.

8 Translate into English:

Ex ea insula Hannibal in Bithyniam venit. Romani se numquam futuros esse tutos existimabant cum Hannibal viveret. Itaque legatos miserunt qui eum ab rege Bithynorum peterent. Rex non negavit ibi Hannibalem esse.

tutus=safe, *existimo*=think, *nego*=deny

9 Conjugate *nolo* in the present indicative, the perfect indicative, the imperfect subjunctive, the present imperative.

10 Compare *amans*, *pulcher*, *facilis*, *parvus*. Form an adverb from *brevis*, *altus*.

11 Decline the following in the plural: *vir fortis*, *agricola aeger*, the neuter of *alius*.

12 Translate into Latin:

a We hear that the camp is fortified.

b He had lived for many years at Rome.

c The horseman was wounded with a sword.

d The mountain was so high that the army did not proceed.

e We must set out.

13 Write the active and passive infinitives and the active and passive participles (including gerundive) of *dico* (say).

14 Translate into English:

a Postquam venerat, in proelio occisus est.

b Hac pugna pugnata, Romam profectus est.

c Barbari commoti quod oppidum expugnatum erat, copias parare coeperunt.

d Postea equitatus omni praefuit.

e Ad eum locum capiendum Caesar equites misit.

15 Define and illustrate by a Latin word *enclitic*, *intransitive verb*, *demonstrative pronoun*, *ordinal numeral*, *interrogative pronoun*.

High School Department

171ST EXAMINATION

CAESAR'S COMMENTARIES

Thursday, September 26, 1901—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

EFFECT OF CAESAR'S SPEECH

Hac oratione habita mirum in modum conversae sunt omnium mentes, summaque alacritas et cupiditas belli gerendi innata est; princepsque decima legio per tribunos militum ei gratias egit quod de se optimum iudicium fecisset, seque esse ad bellum gerendum paratissimam confirmavit. Deinde reliquae legiones cum tribunis militum et primorum ordinum centurionibus egerunt uti Caesari satisfacerent: se nec umquam dubitasse neque timuisse, neque de summa belli suum iudicium sed imperatoris esse existimavisse.

b

CAESAR PREPARES TO MOVE AGAINST THE BELGIANS

His nuntiis litterisque commotus Caesar duas legiones in citiore Gallia novas conscripsit, et in ita aestate in interiorem Galliam qui deduceret Q. Pedium legatum misit. Ipse cum primum pabuli copia esse inciperet ad exercitum venit; dat negotium Senonibus reliquisque Gallis, qui finitimi Belgis erant, uti ea quae apud eos gerantur cognoscant seque de his rebus certiore faciant. Hi constanter omnes nuntiaverunt manus cogi, exercitum in unum locum conduci. Tum vero dubitandum non existimavit quin ad eos proficisceretur.

c

SUBMISSION OF THE MORINI

Dum in his locis Caesar navium parandarum causa moratur, ex magna parte Morinorum ad eum legati venerunt, qui se de superioris temporis consilio excusarent, quod homines barbari et nostrae consuetudinis imperiti bellum populo Romano fecissent, seque ea quae imperasset facturos pollicerentur. Hoc sibi Caesar satis opportune accidisse arbitratus, quod neque post tergum hostem relinquere volebat neque belli gerendi propter anni tempus facultatem habebat neque has tantularum rerum occupationes Britanniae anteponendas iudicabat, magnum iis numerum obsidum imperat.

6 Translate into Latin [Do not use rare or poetic constructions]:

a He says that the tenth legion will wage war with the enemy.

b Caesar wishes to ascertain what the Gauls are doing.

c He must lead the army into the territories of the Belgians.

7 Translate into Latin [Do not use rare or poetic constructions]:

a While the Romans were preparing their ships, the envoys of the barbarians came.

b Who will come to command the forces that were enrolled in the summer?

c Will they not promise to do these things?

8 Give the reason for the case of *oratione, imperatoris (a)*, *litteris, Belgis (b)*, *Morinorum (c)*; for the mode of *fecisset (a)*, *esse, proficisceretur (b)*, *moratur, imperasset (c)*.

9 Write the principal parts of *gerendum (a)*, *cognoscant, cogi (b)*, *pollicerentur, volebat (c)*.

10 Describe the weapons and armor of a Roman legionary soldier.

11 Decline, in singular and plural, *ordinum (a)*, *rebus (b)*, *consilio (c)*, *hac (a)* in the feminine gender, *certiorem (b)* in the masculine gender.

12 Give the reason for the case of *Caesari (a)*, *manus (b)*, *homines, consuetudinis (c)*; for the mode of *satisfacerent (a)*, *inciperet (b)*. Compare *primorum (a)*, *opportune (c)*.

13 Write in direct discourse *se nec . . . existimavisse (a)*.

14 Illustrate by original Latin sentences *a*) objective genitive, *b*) ablative of agent, *c*) comparative degree without *quam*, *d*) dative of purpose or end, *e*) clause of negative purpose.

15 Give the derivation or composition of *cupiditas, princeps (a)*, *exercitum, cogi (b)*, *anteponendas (c)*. Give an English word containing the stem of *optimum (a)*, *commotus, negotium (b)*, *accidisse, relinquere (c)*

High School Department

172D EXAMINATION

CAESAR'S COMMENTARIES

Tuesday, January 28, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a THE BELGIANS TRY TO CROSS THE AXONA

Hostes protinus ex eo loco ad flumen Axonam contenderunt, quod esse post nostra castra *demonstratum est*. Ibi vadis reperi-
tis partem suarum copiarum transducere conati sunt, *eo consilio*
ut, si *possent*, castellum cui *praeerat* Q. Titurius *legatus* expu-
gnarent pontemque interscinderent: si *minus* potuissent, *agros*
Remorum popularentur, qui magno nobis *usui* ad bellum geren-
dum erant, *commeatuque* nostros *prohiberent*.—2, 9

b THE ARRIVAL OF CAESAR'S FLEET

Compluribus *expugnatis oppidis* Caesar, ubi intellexit frustra
tantum laborem *sumi* neque hostium *fugam captis* oppidis re-
primi neque his *noceri* posse, statuit exspectandam classem.
Quae ubi *convenit* ac primum ab hostibus visa est, circiter
ducentae et viginti naves eorum paratissimae atque *omni genere*
armorum ornatissimae profectae ex portu *nostris* adversae con-
stiterunt; neque satis Bruto qui *classi* praeerat, vel *tribunis mili-*
tum centurionibusque quibus singulae naves erant attributae,
constabat quid *agerent* aut quam rationem pugnae insisterent.

—3, 14

c CAESAR AGREES TO A CESSATION OF HOSTILITIES

Haec omnia Caesar eodem illo pertinere arbitrabatur, ut
tridui mora interposita equites eorum qui abessent reverteren-
tur: tamen sese non longius *milibus passuum* quattuor aqua-
tionis causa processurum eo *die* dixit: huc postero die quam
frequentissimi convenirent, ut de eorum postulatis *cognosceret*.
Interim ad praefectos, qui cum omni *equitatu* antecesserant,
mittit qui *nuntiarent*, ne hostes proelio lacesserent, et si ipsi
lacesserentur, *sustinerent* quoad ipse cum exercitu *propius*
accessisset.—4, 11

6 Translate into Latin [Do not use rare or poetic constructions]:

a Caesar is about to lead his army from this city into the country of the Belgians.

b Brutus thinks that the ships of the enemy are not able to injure his fleet.

c Are the centurions ready for the battle?

7 Translate into Latin [Do not use rare or poetic constructions]:

a Caesar did not ascertain why the Remi had led all their cavalry across the river.

b He sent the horsemen that Titurius commanded, to capture the town nearest to our camp.

8 Give the reason for the case of *Remorum*, *usui* (*a*), *oppidis*, *classi* (*b*), *milibus* (*c*); for the mode of *possent* (*a*), *sumi*, *agerent* (*b*), *nuntiarent*, *accessisset* (*c*).

9 Decline, in the plural, *eo consilio* (*a*), *omni genere*, *classi* (*b*), *equitatu* (*c*). Compare *minus* (*a*), *propius* (*c*).

10 Write the following in direct discourse:

Tamen sese non longius milibus passuum quattuor aquationis causa processurum eo die: huc postero die quam frequentissimi convenirent, ut de eorum postulatis cognosceret (*c*).

11 Give the reason for the case of *commeatu* (*a*), *fugam*, *genere*, *nostris* (*b*), *passuum*, *die* (*c*). Select from 1-5 two substantive clauses, giving the syntax of each clause selected.

12 Write the principal parts of *demonstratum est*, *prohiberent* (*a*), *noceri*, *convenit* (*b*), *cognosceret* (*c*).

13 State the important duties of *each* of the following: *legatus* (*a*), *tribunis militum*, *centurionibus* (*b*).

14 Write the second person singular of *each* of the tenses of the indicative and subjunctive, active and passive, of *mittit* (*c*).

15 Give the composition of *each* of the following and show how the meaning of each is derived: *praeerat* (*a*), *tridui*, *sustinerent* (*c*). Mention an English word containing the stem of *agros* (*a*), *fugam*, *genere* (*b*), *mittit* (*c*).

High School Department

173D EXAMINATION

CAESAR'S COMMENTARIES

Wednesday, March 26, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a DIVITIACUS OBTAINS HIS BROTHER'S PARDON

Haec cum *pluribus verbis* flens a Caesare *peteret*, Caesar eius dextram prendit; consolatus rogat finem *orandi* faciat; *tanti* eius apud se gratiam esse ostendit uti et *rei publicae* iniuriam et suum dolorem eius voluntati ac precibus *condonet*. Dumno-rigem ad se vocat, *fratrem* adhibet; quae in eo reprehendat ostendit, quae ipse *intellegat*, quae civitas queratur, *proponit*; monet ut in reliquum tempus omnes suspiciones *vitet*; praeterita *se* Divitiaco fratri condonare dicit.—1, 20

b CRASSUS IN AQUITANIA

Eodem fere tempore P. Crassus, cum in Aquitaniam *pervenisset*, quae pars, ut ante dictum est, et *regionum* latitudine et *multi-tudine* hominum ex tertia parte Galliae est aestimanda, cum intellegeret in iis locis *sibi* bellum gerendum, ubi paucis ante *annis* L. Valerius Praeconinus *legatus* exercitu *pulso inter-fectus esset*, atque unde L. Manilius proconsul impedimentis amissis profugisset, non *mediocrem* *sibi diligentiam* adhibendam intellegebat.—3, 20

c CAESAR SUBDUES THE MORINI

Interim nostri milites impetum *hostium sustinuerunt* atque amplius *horis* quattuor fortissime pugnauerunt et paucis vul-neribus acceptis complures ex his *occiderunt*. Postea vero quam equitatus noster in conspectum *venit*, hostes abiectis armis terga verterunt magnusque *eorum* numerus est occisus.

Caesar postero die T. Labienum *legatum* cum *iis legionibus* quas ex Britannia reduxerat in Morinos qui rebellionem fece-rant misit. Qui cum propter siccitates paludum quo se reci-perent non *haberent*, quo *perfugia* *superiore anno* erant usi, omnes fere in potestatem Labieni pervenerunt.—4, 37-38

6 Translate into Latin [Do not use rare or poetic constructions]:

a Caesar ordered them to summon Dumnorix.

b He said that we must wage war. Let us wage it with the greatest diligence.

c Our horsemen fight so bravely that the army of the enemy is not able to withstand their attack.

7 Translate into Latin [Do not use rare or poetic constructions]:

a Shall we not censure this man?

b He knew that the army had been defeated and the baggage lost.

c After a few of the Morini had been killed by our cavalry, the rest retreated.

8 Give the reason for the case of *tanti* (*a*), *sibi* (*b*, line 4), *annis* (*b*), *eorum*, *legatum* (*c*); for the mode of *condonet*, *intellegat*, *vitet* (*a*), *interfectus esset* (*b*), *haberent* (*c*).

9 Write the principal parts of *peteret*, *intellegat* (*a*), *pulso* (*b*), *sustinuerunt*, *venit* (*c*).

10 Give the reason for the case of *rei publicae* (*a*), *se* (*a*, line 8), *regionum*, *multitudine* (*b*), *horis*, *perfugio* (*c*). Compare *pluri-bus* (*a*), *superiore* (*c*).

11 Write in direct discourse:

Tanti eius apud se gratiam esse uti et rei publicae iniuriam et suum dolorem eius voluntati ac precibus condonet (*a*).

12 Write an account of the siege operations employed by the Romans in capturing a fortified town.

13 Decline, in the singular, *se* (*a*), *eodem tempore*, *mediocrem diligentiam* (*b*), *iis legionibus*, *superiore anno* (*c*). Decline *orandi* (*a*).

14 Illustrate by original Latin sentences (*a*) active (first) periphrastic conjugation, (*b*) ablative of separation, (*c*) dative depending on an adjective, (*d*) genitive depending on an adjective, (*e*) infinitive used as subject.

15 Give, with meaning of prefix and stem, the composition of *proponit* (*a*), *pervenisset* (*b*), *occiderunt* (*c*). Give an English word containing the stem of *verbis*, *fratrem* (*a*), *legatus* (*b*), *hostium* (*c*).

High School Department

174TH EXAMINATION

CAESAR'S COMMENTARIES

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a THE ESCAPE FROM TRIAL AND THE DEATH OF ORGETORIX

Die constituta causae dictionis Orgetorix ad *iudicium* omnem suam familiam ad *hominum* milia decem undique coegit, et omnes clientes obaeratosque suos, quorum magnum numerum *habebat*, eodem conduxit: per eos ne causam *diceret* se *eripuit*. Cum civitas ob eam rem incitata *armis ius suum exsequi conaretur*, multitudinemque hominum ex *agris* magistratus cogerent, Orgetorix mortuus est; neque abest suspicio, ut Helvetii arbitrantur, quin ipse *sibi mortem consciverit*.—1, 4

b AID SENT TO CAESAR BY LABIENUS

Interim milites legionum duarum, quae in *novissimo agmine* praesidio impedimentis fuerant, *proelio* nuntiato cursu incitato in *summo colle* ab hostibus conspiciebantur; et T. Labienus castris *hostium* potitus et ex loco superiore quae res in nostris castris *gererentur* conspiciatus decimam legionem *subsidio* nostris misit. Qui cum ex equitum et calonum fuga, quo in loco res esset, quantoque in periculo et castra et legiones et *imperator versaretur* cognovissent, nihil ad celeritatem sibi reliqui *fecerunt*.—2, 26

c PLANS FOR DISEMBARKING

Monuit, ut rei *militaris ratio*, maxime ut maritimae res *postularent*, ut cum *celerem* atque *instabilem motum haberent*, ad nutum et ad tempus omnes res ab iis administrarentur. His dimissis et ventum et aestum uno *tempore nactus* secundum, dato signo et sublatiis ancoris, circiter milia passuum septem ab eo loco progressus *aperto* ac plano *litore* naves *constituit*.—4, 23

6 Translate into Latin [Do not use rare or poetic constructions]:

a Orgetorix brought together his retainers from all sides so that it was impossible for the state to enforce the law.

b Labienus had to get possession of that part of the hill not abandoned by the enemy.

7 Translate into Latin [Do not use rare or poetic constructions]:

a He has sent a great number of soldiers to collect ships from the shore.

b The soldiers say that Caesar is about to go forward seven miles with the ships that he has.

8 Give the reason for the case of *hominum* (*a*, line 2), *armis* (*a*), *proelio*, *subsidio* (*b*), *tempore*, *litore* (*c*); for the mode of *diceret*, *conaretur* (*a*), *gererentur* (*b*), *haberent* (*c*).

9 Decline, in the singular, *ius suum*, *agris* (*a*), *instabilem motum* (*c*); in the plural, *novissimo agmine*, *summo colle* (*b*), *ratio* (*c*).

10 Write on *one* of the following: (*a*) the war with Ariovistus, (*b*) Caesar's first expedition into Britain, (*c*) the dress, religion and government of the Gauls.

11 Translate into English: Ariovistus respondit: *non sese Gallis, sed Gallos sibi bellum intulisse; omnes Galliae civitates ad se oppugnandum venisse*.

Rewrite *non sese . . . venisse* in direct discourse.

12 Give the reason for the case of *causae*, *sibi* (*a*), *hostium* (*b*); for the mode of *exsequi*, *consciverit* (*a*), *postularent* (*c*); for the number of *versaretur* (*b*). Select from questions 1–5 an ablative of agent, an ablative of separation, an indeclinable noun.

13 Write the principal parts of *eripuit* (*a*), *fecerunt* (*b*), *haberent*, *nactus*, *constituit* (*c*).

14 Compare *summo* (*b*), *celerem*, *aperto* (*c*). Give the rule for the gender of *die* (*a*). Give the force of the tense of *habebat* (*a*).

15 Give the derivation of *each* of the following, stating the meaning of stem and of suffix: *agmine*, *imperator* (*b*), *militaris* (*c*). Mention an English word containing the stem of *dictionis*, *iudicium* (*a*), *monuit*, *constituit* (*c*).

High School Department

172D EXAMINATION

SALLUST'S CATILINE

Thursday, January 30, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

THE DIFFICULTIES OF THE HISTORIAN

Pulchrum est bene *facere* rei publicae, etiam bene dicere haud *absurdum*-est; vel pace vel bello clarum fieri licet; et qui fecere, et qui facta *aliorum* scripsere, multi laudantur. Ac mihi quidem, tametsi haudquaquam par gloria *sequitur* scriptorem et actorem rerum, tamen in primis arduum videtur res gestas *scribere*; primum quod facta *dictis* exaequanda sunt; dehinc quia plerique, quae delicta *reprehenderis*, *malevolentia* et *invidia* dicta putant.—3

b

CICERO TO BE BLAMED FOR THE WAR

At *Romae* Lentulus cum ceteris, qui principes coniurationis erant, paratis ut videbantur magnis copiis, *constituerant*, uti, cum Catilina in *agrum* Faesulanum cum exercitu *venisset*, L. Bestia tribunus *plebis contione* habita quereretur de actionibus Ciceronis, bellique gravissimi invidiam *optimo consuli imponeret*; eo signo proxima *nocte* cetera multitudo coniurationis suum *quisque* negotium exsequeretur.—43

c

CATILINE'S ADDRESS TO HIS FOLLOWERS

Si haec *relinquere vultis*, *audacia* opus est; nemo nisi victor pace bellum mutavit. Nam in fuga *salutem* sperare, cum arma, quibus *corpus* tegitur, ab hostibus averteris, ea vero *dementia* est. Semper in proelio iis maximum est periculum, qui *maxime* timent; *audacia* pro muro habetur. Cum vos considero, milites, et cum facta vestra aestimo, magna me spes *victoriae* tenet. Animus, aetas, *virtus vestra* me hortantur, praeterea necessitudo, quae etiam timidos *fortis* facit: nam multitudo hostium ne circumvenire *queat* prohibent angustiae loci.—58

6 Translate into Latin [Do not use rare or poetic constructions]:

a There is no one in this assembly who does not hope for peace.

b The tribune led his soldiers back into camp in order that he might not be surrounded by the enemy.

c Would that Lentulus had left the city with Catiline.

7 Translate into Latin [Do not use rare or poetic constructions]:

a If I could, I would praise the deeds of this famous man.

b Consider, citizens, how great a conspiracy has been made against this republic.

c Catiline hoped to come to his army on the 8th of November.

8 Give the reason for the case of *absurdum*, *dictis*, *malevolentia* (*a*), *consuli* (*b*), *audacia* (*c*, line 1), *victoriae* (*c*); for the mode of *facere*, *reprehenderis* (*a*), *venisset* (*b*), *queat* (*c*).

9 Write the principal parts of *sequitur*, *scribere* (*a*), *constituerant*, *imponeret* (*b*), *relinquere* (*c*).

10 Write on *two* of the following: *a*) the part played by Cicero in the suppression of Catiline's conspiracy, *b*) Sallust as a historian, *c*) Sallust's literary style.

11 Decline throughout *agrum* (*b*), *corpus*, *virtus vestra* (*c*), *quisque* (*b*) in the masculine gender.

12 Give the reason for the case of *aliorum* (*a*), *Romae*, *conitione*, *nocte* (*b*). Compare *pulchrum* (*a*), *optimo* (*b*), *maxime* (*c*).

13 Write the second person singular of *each* of the tenses of the indicative and subjunctive of *sequitur* (*a*), *vultis* (*c*).

14 Give the composition of *each* of the following and show how the meaning of each is derived: *malevolentia*, *invidia* (*a*), *dementia* (*c*). Give an English word containing the stem of *dictis* (*a*), *plebis* (*b*), *salutem*, *fortis* (*c*).

15 Translate into English:

Est in carcere locus quod Tullianum appellatur, ubi paululum ascenderis ad laevam, circiter duodecim pedes humi depressus. Eum muniunt undique parietes atque insuper camera lapideis fornicibus iuncta, sed incultu, tenebris, odore, foeda atque terribilis eius facies est.—55

High School Department

174TH EXAMINATION

SALLUST'S CATILINE

Thursday, June 19, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

CATILINE'S PROMISES TO HIS ASSOCIATES

Postquam acceperere ea homines, quibus mala abunde omnia erant, sed neque res neque spes bona ulla, tametsi *illis* quietam *movere* magna *merces* videbatur, tamen postulavere plerique, uti *proponeret* quae condicio belli foret, quae praemia armis *peterent*, quid ubique opis aut *spei* haberent. Tum Catilina *polliceri* tabulas *novas*, *proscriptionem* *locupletium*, *magistratus*, sacerdotia, rapinas, alia omnia, quae bellum atque libido victorum *fert*.—21

b

UMBRENU'S TAMPERS WITH THE ALLOBROGES

Igitur P. Umbreno *cuidam negotium* dat, uti legatos Allobrogum *requirat*, eosque si *possit impellat* ad societatem belli, existumans publice privatimque aere alieno oppressos, praeterea quod *natura gens Gallica* bellicosa esset, facile eos ad tale consilium *adduci posse*. Umbrenus, quod in Gallia negotiatus erat, *plerisque principibus* civitatum notus erat atque eos noverat; itaque sine mora, ubi *primum* legatos in foro *conspexit*, percontatus pauca de statu civitatis et quasi dolens eius casum requirere coepit, quem exitum tantis *malis sperarent*.

—40

c

CATO SETS FORTH THE PERILS OF THE SITUATION

Nam quid ego de Gabinio, Statilio, Caepario *loquar*? *Quibus* si quicquam umquam *pensi fuisset*, non ea consilia de re publica habuissent. Postremo, patres conscripti, si mehercule peccato locus esset, facile paterer *vos ipsa re* corrigi, quoniam *verba* contemnitis; sed undique circumventi sumus. Catilina cum exercitu faucibus arguet, alii intra moenia atque in sinu *urbis* sunt *hostes*, neque parari neque consuli quicquam occulte potest; quo magis properandum est.—52

6 Translate into Latin [Do not use rare or poetic constructions]:

(a) If we should surround the Allobroges in this place, they would be unable to disturb the peace, (b) Catiline promised the men so much recompense, that they were easily induced to join the war.

7 Translate into Latin [Do not use rare or poetic constructions]:

(a) Would that everything had been prepared, (b) What do you think will be the outcome of such a condition of the state? (c) Do not give evil advice to men who are oppressed by debt.

8 Give the reason for the case of *illis*, *merces* (a), *malis* (b), *pensi*, *urbis* (c); for the mode of *movere*, *proponeret* (a), *posse*, *sperarent* (b), *loquar* (c).

9 Write the principal parts of *movere*, *peterent* (a), *requirat*, *conspexit* (b), *loquar* (c).

10 Decline the following in the singular: *spei*, *magistratus* (a), *Umbreno cuidam* (b), *verba* (c); the following in the plural: *gens Gallica*, *plerisque principibus* (b), *urbis* (c).

11 Give the reason for the case of *locupletium* (a), *natura* (b), *quibus*, *vos* (c), *re* (c, line 4); for the mode of *polliceri* (a), *possit*, *adduci* (b), *fuisset* (c). Compare *primum* (b).

12 Write the second person singular and the first person plural of *each* of the tenses of the indicative and subjunctive active of *impellat* (b).

13 Write on *two* of the following: politics in Rome at the time of Catiline's conspiracy, the attitude of Cato in respect to the punishment of the conspirators, the fate of each of the leaders of the conspiracy.

14 Give the derivation or composition of *each* of the following and show how the meaning of each is derived: *proscriptionem* (a), *negotium*, *principibus* (b). Mention an English word containing the stem of *novas*, *fert* (a), *malis* (b), *hostes* (c).

15 Translate into English:

Multi autem, qui de castris visundi aut spoliandi gratia processerant, volventes hostilia cadavera, amicum alii, pars hospitem aut cognatum reperiebant; fuere item qui inimicos suos cognoscerent. Ita varie per omnem exercitum laetitia, maeror, luctus atque gaudia agitabantur.—61

High School Department

172D EXAMINATION

CICERO'S ORATIONS

Friday, January 31, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a CATILINE WAS THE ASSOCIATE OF SCOUNDRELS

Nunc *vero* quam subito non solum ex urbe, verum etiam ex agris ingentem numerum perditorum hominum collegerat! Nemo non modo *Romae*, sed ne *ullo* quidem in angulo totius Italiae oppressus *aere alieno* fuit quem non ad hoc incredibile *sceleris* foedus asciverit. *Atque* ut *eius* diversa studia in *dis-simili* ratione *perspicere possitis*, nemo est in *ludo* gladiatorio paulo ad *facinus audacior* qui se non *intimum* Catilinae esse *fateatur*, nemo in scaena levior et nequior qui *se* non eiusdem prope *sodalem* fuisse commemoret.—In Catilinam, 2, 4-5

b THE LOYALTY OF THE ROMAN KNIGHTS

Quid ego hic equites Romanos *commemorem*? qui vobis ita summam ordinis consiliiue concedunt, ut vobiscum de amore *rei publicae certent*: quos ex multorum *annorum* dissensione huius ordinis ad societatem concordiamque *revocatos* hodiernus dies vobiscum atque haec causa coniungit: quam si coniunctionem, in consulatu confirmatam meo, perpetuam in re publica tenuerimus, confirmo vobis nullum posthac malum civile ac domesticum ad ullam rei publicae partem esse venturum.

—In Catilinam, 4, 7

c GREAT ARTISTS ARE WORTHY OF ADMIRATION

Quod si ipsi haec neque attingere neque *sensu* nostro gustare *possemus*, tamen ea mirari deberemus, etiam cum in aliis videremus. *Quis nostrum* tam *animo* agresti ac *duro* fuit, ut Roscii morte nuper non commoveretur? qui cum *esset senex mortuus*, tamen propter excellentem artem ac venustatem *videbatur* omnino mori non debuisse. Ergo ille corporis motu tantum amorem sibi conciliarat a nobis omnibus: *nos animorum* incredibiles motus celeritatemque ingeniorum *neglegemus*?

—Pro Archia poeta, 7-8

6 Translate into Latin [Do not use rare or poetic constructions]:

a) If the senate should join with the Roman knights against these desperate men, no harm would come to us, b) Do not neglect to mention the great love of all good citizens for the state.

7 Translate into Latin [Do not use rare or poetic constructions]:

a) I do not know whether the associates of Catiline will confess their crimes or not, b) There is no one in all Italy who does not admire Archias on account of his great talents.

8 Give the reason for the case of *aere, eius* (a), *se* (a, line 8), *rei publicae* (b, line 3), *nostrum* (c); for the mode of *possitis, fateatur* (a), *commemorem, certent* (b), *esset mortuus* (c).

9 Decline *dissimili ratione* (a), *senex* (c), throughout; *aere alieno* (a), *sensu* (c), in the singular; *quis* (c) in the masculine singular.

10 Write the principal parts of *revocatos* (b), *neglegemus* (c). Write the second person singular of *each* of the tenses of the subjunctive and imperative, active and passive, of *videbatur* (c).

11 Give the reason for the case of *Romae, intimum* (a), *annorum* (b), *animo* (c); for the mode and tense of *possemus* (c). Compare *dissimili, audacior* (a).

12 State the occasion and the object of the second oration against Catiline. Give a brief outline of this oration.

13 Distinguish in meaning *sceleris* and *facinus* (a), *intimum* and *sodalem* (a). Account for the position of *vero, ullo* (a). Explain the force of *atque* (a). Mention and define the figure in *nos animorum . . . neglegemus* (c).

14 Give the composition of *each* of the following and show how the meaning of each is derived: *subito, perspicere* (a), *neglegemus* (c). Give an English word containing the stem of *alieno, ludo* (a), *annorum* (b), *duro* (c).

15 Translate into English:

Sic Mithridates fugiens maximam vim auri atque argenti pulcherrimarumque rerum omnium, quas et a maioribus acceperat et ipse bello superiore ex tota Asia direptas in suum regnum congesserat, in Ponto omnem reliquit. Haec dum nostri colligunt omnia diligentius, rex ipse e manibus effugit.

—Pro lege Manilia. 9

High School Department

173D EXAMINATION

CICERO'S ORATIONS

Wednesday, March 26, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

CICERO ORDERS CATILINE TO DEPART

Refer, inquis, ad senatum: id enim postulas et, *si hic ordo sibi* placere *decreverit* te ire in exsilium, obtemperaturum *te esse* dicis. Non *referam*, id quod abhorret a meis *moribus*, et tamen faciam ut *intellegas* quid hi de te *sentiant*. Egredere ex urbe, Catilina, *libera* rem publicam *metu*, in exsilium, si hanc vocem exspectas, proficiscere. Quid est, Catilina? ecquid attendis? ecquid *animadvertis* horum silentium? Patiuntur, tacent. Quid exspectas auctoritatem loquentium, quorum voluntatem tacitorum perspicis?—In Catilinam, 1, 8

b

CICERO RELIES ON THE CITIZENS FOR PROTECTION

Sed quoniam earum rerum, quas *ego* gessi, non eadem est fortuna atque condicio quae illorum, qui externa bella gesserunt, quod *mihi* cum iis vivendum est, quos *vici* ac *subegi*, *isti* hostes aut *interfectos* aut oppressos reliquerunt, *vestrum* est, Quirites, si *ceteris* facta sua recte prosunt, mihi mea ne quando obsint *providere*. Mentis enim hominum audacissimorum *scele-ratae* ac *nefariae* ne vobis *nocere* possent ego providi: ne *mihi* *noceant* vestrum est providere.—In Catilinam, 3, 12

c

MAGNITUDE OF THE WAR

Requiretur fortasse nunc quem ad modum, cum haec ita *sint*, reliquum possit *magnum* esse bellum. *Cognoscite*, Quirites: non enim hoc sine causa quaeri videtur. *Primum* ex suo regno sic Mithridates profugit, ut ex eodem Ponto Medea *illa* quondam profugisse dicitur, *quam praedicant* in fuga *fratris* sui membra in iis *locis*, qua se *parens persequeretur*, dissipavisse, ut *eorum* collectio dispersa maerorque patrius celeritatem *persequendi* retardaret.—Pro Lege Manilia, 9

6 Translate into Latin [Do not use rare or poetic constructions]:

- a* Do you know whether he has departed from Rome or not?
- b* Do not permit Catiline to harm this state.
- c* After Medea had killed her brother, she fled in great haste.

7 Translate into Latin [Do not use rare or poetic constructions]:

- a* If he should go out from the city, it would be advantageous to us.
- b* Would that Cicero had not done this.
- c* Pompey is about to carry on a foreign war.

8 Give the reason for the case of *sibi* (*a*), *mihi* (*b*, line 3), *interfectos*, *ceteris* (*b*), *quam* (*c*); for the mode of *sentiant* (*a*), *nocere*, *noceant* (*b*), *sint*, *persequeretur* (*c*).

9 Write the principal parts of *referam*, *libera* (*a*), *vici*, *providere* (*b*), *cognoscite* (*c*).

10 Give the reason for the case of *metu* (*a*), *vestrum* (*b*, line 4), *fratris*, *eorum* (*c*); for the mode of *intellegas* (*a*), *providere* (*b*, line 6). Compare *magnum*, *primum* (*c*).

11 Write in direct discourse *si hic ordo . . . te esse* (*a*). Comment on the change of the mode and of the tense of *decreverit*.

12 Write biographic sketches of *two* of the following: Cicero, Mithridates, Pompey, Archias.

13 Decline, in singular and plural, *moribus* (*a*), *isti* (*b*) in the masculine, *parens* (*c*). Decline *persequendi* (*c*). Give the force of *illa* (*c*). Distinguish in meaning *sceleratae* and *nefariae* (*b*).

14 Give the composition of *each* of the following and show how the meaning of each is derived: *animadvertis* (*a*), *subegi* (*b*), *praedicant* (*c*). Mention an English word containing the stem of *libera* (*a*), *ego* (*b*), *primum*, *locis* (*c*).

15 Translate into English:

Mithridaticum vero bellum, magnum atque difficile et in multa varietate terra marique versatum, totum ab hoc expressum est: qui libri non modo L. Lucillum, fortissimum et clarissimum virum, verum etiam populi Romani nomen illustrent. Populus enim Romanus aperuit Lucullo imperante Pontum et regiis quondam opibus et ipsa natura et regione vallatum.

—Pro Archia Poeta, 9

High School Department

174TH EXAMINATION

CICERO'S ORATIONS

Friday, June 20, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a WHY CATILINE WAS ALLOWED TO LEAVE THE CITY

Sed cum *viderem* ne *vobis* quidem omnibus *re* etiam tum probata, si illum, ut erat meritus, *morte multassem*, fore ut eius socios invidia oppressus persequi non *possem*, rem huc deduxi, ut tum palam pugnare possetis, cum hostem aperte videretis. Quem quidem ego hostem, Quirites, *quam vehementer* foris esse *timendum* *putem*, licet hinc *intellegatis*, quod etiam illud moleste fero, quod ex urbe parum comitatus exierit. Utinam ille omnes secum copias suas eduxisset!—In Catilinam, 2, 2

b PROVISION SHOULD BE MADE FOR THOSE WHO SAVED THE STATE

Est etiam in nobis *is animus*, Quirites, ut non modo nullius *audaciae cedamus*, sed etiam omnes improbos ultro semper lacessamus. Quod si *omnis impetus* domesticorum hostium, depulsus a vobis, se in me unum converterit, *vobis* erit providendum, Quirites, qua *condicione* posthac eos esse velitis, qui se pro salute vestra *obtulerint invidiae* periculisque omnibus: *mihi quidem* ipsi quid est quod *iam* ad *vitae* fructum possit adquiri, cum praesertim neque in *honore vestro* neque in gloria virtutis quidquam videam altius, quo mihi libeat *ascendere?*—In Catilinam, 3, 12

c THE QUESTIONS TO BE CONSIDERED

Causa quae sit videtis: *nunc* quid agendum sit considerate. Primum mihi videtur de genere belli, *deinde* de magnitudine, tum de imperatore deligendo esse dicendum. Genus est belli eius *modi*, quod maxime vestros animos *excitare* atque inflammare ad *persequendi* studium *debeat*: in quo *agitur* populi Romani gloria, quae vobis a maioribus cum magna in omnibus rebus tum summa in re militari *tradita* est.

—Pro Lege Manilia, 2

6 Translate into Latin [Do not use rare or poetic constructions]:

a If at first you had acted with the greatest zeal, you would never have yielded to any enemy.

b Is Catiline in the city or has he departed with his shameless companions?

7 Translate into Latin [Do not use rare or poetic constructions]:

a Do not consider their hatred, but provide for the safety of us all.

b There is no one who will say that we must fear Catiline's forces.

8 Give the reason for the case of *morte*, *eius* (*a*), *audaciae*, *condicione* (*b*), *persequendi* (*c*); for the mode of *viderem*, *multassem*, *esse timendum* (*a*), *cedamus* (*b*), *debeat* (*c*).

9 Decline throughout *morte* (*a*), *is animus*, *omnis impetus* (*b*).

10 Give the reason for the case of *re* (*a*), the second *vobis* (*b*, line 4), *invidiae* (*b*), *mihi* (*b*, line 7), *modi* (*c*); for the mode of *putem*, *intellegatis* (*a*), *obtulerint*, *ascendere* (*b*), *excitare* (*c*).

11 Write the active and passive infinitives, the active and passive participles (including the gerundive) and the supines of *viderem* (*a*). Write the principal parts of *persequendi*, *agitur* (*c*).

12 Distinguish in use *iam* (*b*) and *nunc* (*c*). Account for the position of *vobis* (*a*), *quidem* (*b*); for the use of the circumlocution *fore ut . . . possem* (*a*). Mention and define the figure in *quam vehementer . . . putem* (*a*). Explain the reference in *honore vestro* (*b*).

13 Give an outline of the third oration against Catiline.

14 Give the composition of *each* of the following and show how the meaning of each is derived: *deinde*, *persequendi*, *tradita* (*c*). Give an English word containing the stem of *possem* (*a*), *cedamus*, *vitae* (*b*), *modi* (*c*).

15 Translate into English:

Sit igitur, iudices, sanctum apud vos, humanissimos homines, hoc poetae nomen, quod nulla umquam barbaria violavit. Saxa et solitudines voci respondent, bestiae saepe immanes cantu flectuntur atque consistunt: nos instituti rebus optimis non poetarum voce moveamur?—Pro Archia Poeta, 8

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172D EXAMINATION

VIRGIL'S AENEID

Tuesday, January 28, 1902 — 1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a AENEAS IS APPALLED AT THE STORM

Extemplo *Aeneae solvuntur frigore membra*;
Ingemit, et duplicis tendens ad sidera palmas
Talia voce refert: O terque quaterque beati,
Quis ante ora patrum Troiae sub moenibus altis
Contigit oppetere! o Danaum fortissime gentis
Tydide! mene Iliacis occumbere campis
Non potuisse tuaque animam hanc effundere dextra,
Saevus ubi Aeacidæ telo iacet Hector, ubi ingens
Sarpedon, ubi tot Simois correpta sub undis
Scuta virum galeasque et fortia corpora volvit?—1, 92-101

b SINON ACCOUNTS FOR THE DEPARTURE OF THE GREEKS

Extemplo temptanda fuga canit *aequora Calchas*,
Nec posse Argolicis exscindi Pergama telis,
Omina ni repetant Argis, numenque reducant,
Quod pelago et curvis secum avexere carinis.
Et nunc, quod patrias vento petiere Mycenae,
Arma deosque parant comites, pelagoque remenso
Inprovisi aderunt.—2, 176-182

c THE YOUNG MARCELLUS

Nec puer Iliaca quisquam de gente Latinos
In tantum spe tollet avos, nec Romula quondam
Ullo se tantum tellus iactabit alumno.
Heu pietas, heu prisca fides, invictaque bello
Dextera! non illi se quisquam inpune tulisset
Obvius armato, seu cum pedes iret in hostem,
Seu spumantis equi foderet calcaribus amos.—6, 875-881

6 Translate into Latin [Do not use rare or poetic constructions]:

a) Unless we seek the aid of the gods we can not take the city, b) They fear that the enemy will carry away the armor of Hector, c) We must prepare many things for this war.

7 Translate into Latin [Do not use rare or poetic constructions]:

a) Would that I had died with my companions beneath the walls of Troy, b) The Greeks are already boasting, though the city is still unconquered, c) Let us destroy the Trojan citadel.

8 Give the reason for the case of *frigore*, *quis* (a), *aequora*, *Argis* (b), *illi* (c); for the mode of *oppetere*, *potuisse* (a), *repetant* (b), *tulisset*, *iret* (c).

9 Select from questions 1-5 an example of poetic construction and give the corresponding prose construction. Mention and explain the figure of speech in *carinis* (b). Explain the reference in *saevus Hector* (a), *omina repetant* (b), *Romula tellus* (c).

10 Decline *Aeneae* (a), *Calchas* (b). Decline, in the singular, *animam hanc* (a), *numen*, *comites* (b), *puer quisquam* (c). Compare *fortissime* (a).

11 Write an account of the *Aeneid*, touching on *three* of the following: a) general theme, b) purpose, c) influence of the works of Homer, d) literary merits.

12 Write the last *three* lines of (a), indicating quantity of syllables, division into feet and principal cesuras. Give the rule for the quantity of the penult of *fortia*, *corpora*; of the ultima of *iacet*, *scuta*.

13 Give the principal parts of *contigit*, *iacet* (a), *petiere*, *parant* (b), *tollet* (c).

14 Explain the derivation or composition of *contigit*, *effundere* (a), *reducant*, *improvisi* (b), *obvius* (c). Mention an English word containing the stem of *each* of the following: *solvuntur*, *corpora* (a), *temptanda*, *petiere* (b), *fides* (c).

15 Translate into English:

Extemplo Libyae magnas it fama per urbes,

Fama, malum qua non aliud velocius ullum;

Mobilitate viget, virisque acquirit eundo;

Parva metu primo; mox sese attollit in auras,

Ingrediturque solo, et caput inter nubila condit.—4, 173-177

High School Department

173D EXAMINATION

VIRGIL'S AENEID

Wednesday, March 26, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a PYRRHUS SLAYS POLITES, SON OF PRIAM

Ut tandem ante *oculos* evasit et *ora parentum*,
Concidit, ac *multo* vitam cum sanguine fudit.
Hic Priamus, quamquam in media iam *morte* tenetur,
Non tamen abstinuit, nec *voci* iraeque pepercit:
At tibi pro *scelere*, exclamat, pro talibus ausis,
Di, si qua est caelo pietas, quae talia *curet*,
Persolvant grates dignas et praemia *reddant*
Debita, qui nati coram me *cernere* letum
Fecisti et patrios foedasti *funere vultus*.—2, 531-539

b DIDO BEHOLDS A PRODIGY

Tum vero infelix fatis exterrita Dido
Mortem orat; taedet caeli convexa tueri.
Quo *magis* inceptum *peragat* lucemque relinquat,
Vidit, turicremis cum *dona inponeret* aris—
Horrendum *dictu*—latices nigrescere sacros
Fusaque in obscenum *se vertere* vina cruorem.
Hoc visum nulli, non ipsi *effata sorori*.—4, 450-456

c IRIS IS SENT DOWN BY JUNO

Hic primum fortuna fidem mutata novavit.
Dum variis *tumulo referunt sollemnia ludis*,
Irim de caelo misit *Saturnia Iuno*
Iliacam ad *classem*, ventosque adspirat *eunti*,
Multa movens, necdum *antiquum saturata dolorem*.
Illa, viam celerans per *mille coloribus* arcum,
Nulli visa cito decurrit tramite virgo.
Conspicit ingentem *concursum*, et litora lustrat,
Desertosque videt portus *classemque relictam*.—5, 604-612

6 Translate into Latin [Do not use rare or poetic constructions]:

a) It is said that one of the sons of Priam fell and died in the presence of his father, b) Juno, seeing the suffering of Dido, sent Iris for the purpose of hastening her death.

7 Translate into Latin [Do not use rare or poetic constructions]:

a) Since the gods have spared our lives, we shall return thanks to them and bring gifts, b) If they should run down to the shore, they would see the fleet departing from the harbor.

8 Give the reason for the case of *parentum*, *voci* (a), *dictu* (b), *ludis*, *coloribus* (c); for the mode of *curet*, *persolvant* (a), *peragat*, *inponeret*, *vertere* (b).

9 Decline, in the singular, *scelere*, *vultus* (a), *se* (b), *hoc* (b) in the feminine, *classem* (c), *eunti* (c) in the masculine. Compare *multo* (a), *magis* (b).

10 Write the second person singular of *each* of the tenses of the indicative, subjunctive and imperative, active, of *referunt* (c). Write the principal parts of *cernere* (a), *peragat* (b).

11 Select from questions 1-5 *two* different examples of poetic construction, giving the corresponding prose construction in each case; an inceptive verb, explaining its formation. Distinguish in meaning *ora* and *vultus* (a), *morte* and *funere* (a).

12 Explain the reference in *dona*, *sorori* (b), *tumulo sollemnia*, *Saturnia*, *antiquum dolorem* (c).

13 Write the last *three* lines of (b), indicating quantity of syllables, division into feet and principal cesuras. Give the rule for the quantity of the ultima in *visum*, *effata*; of the penult in *vertere*, *sorori*.

14 Give the composition of *each* of the following and show how the meaning of each is derived: *reddant* (a), *inponeret* (b), *concursum* (c). Write an English word containing the stem of *oculos*, *morte* (a), *dona* (b), *mille* (c).

15 Translate into English:

Sic demum lucos Stygis et regna invia vivis
Aspicias. Dixit, pressoque obmutuit ore.

Aeneas maesto defixus lumina vultu
Ingreditur, linquens antrum, caecosque volutat
Eventus animo secum. Cui fidus Achates
It comes, et paribus curis vestigia figit.—6, 154-159

High School Department

174TH EXAMINATION

VIRGIL'S AENEID

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

THE FEAST

Talia voce *refert*, *curisque* ingentibus aeger
 Spem vultu simulat, *premit* altum corde dolorem.
 Illi *se* praedae *accingunt* dapibusque futuris:
 Tergora deripiunt costis et viscera nudant;
 Pars in frusta *secant* veribusque trementia figunt;
 Litore aena locant alii, flammisque ministrant.
 Tum victu *revocant* *viris*, fusique per herbam
Implentur veteris Bacchi pinguisque ferinae.—1, 208-215

b

PROPHECY OF HELENUS

Nate dea—nam *te* maioribus ire per altum
 Auspiciis manifesta fides: sic *fata deum rex*
 Sortitur, *volvitque* vices; *is* vertitur ordo—
 Pauca tibi e multis, quo tutior hospita *lustres*
 Aequora et Ausonio possis *considerare portu*,
 Expediam *dictis*; prohibent nam cetera *Parcae*
Scire Helenum farique vetat Saturnia Iuno.—3, 374-380

c

REPLY OF NEPTUNE TO VENUS

Nec minor in terris, Xanthum Simoentaque testor,
Aeneae mihi cura tui. Cum Troia *Achilles*
 Exanimata sequens *inpingeret* agmina muris,
 Milia *multa* daret leto, gementque repleti
 Amnes, nec reperire viam atque evolvere posset
 In mare se Xanthus, *Pelidae* tunc ego *forti*
 Congressum Aenean nec dis nec viribus aequis
 Nube cava rapui, *cuperem* cum vertere ab *imo*
 Structa meis manibus *periuræ moenia Troiae*.—5, 803-811

6 Translate into Latin [Do not use rare or poetic constructions]:

a They go for the purpose of finding a safer port.

b It is manifest that Aeneas represses the sorrow that is in his heart.

c If the fates should forbid, the walls of Troy could not be built by us.

7 Translate into Latin [Do not use rare or poetic constructions]:

a Let us follow our king on land and sea.

b It is said that these things are a care to the gods.

c We must pass over every sea before we can settle in Italy.

8 Give the reason for the case of *curis* (*a*), *dea*, *te*, *portu* (*b*), *Aeneae*, *mihi* (*c*); for the mode of *lustres*, *considerere* (*b*), *impingeret*, *cuperem* (*c*).

9 Explain the reference in *se accingunt* (*a*), *nate dea*, *deum rex*, *Parcae* (*b*), *periuræ Troiae* (*c*).

10 Decline *Achilles*, *Pelidae* (*c*). Decline throughout *viris* (*a*), *dea* (*b*), the feminine of *is* (*b*). Compare *multa*, *imo* (*c*).

11 Give the reason for the case of *Bacchi* (*a*), *dictis* (*b*), *Pelidae* (*c*); for the number of *secant* (*a*). Write the principal parts of *refert*, *premit* (*a*), *volvit* (*b*).

12 Select from questions 1–5 *three* different figures of speech and define each figure selected. Give the reason for the voice of *inplentur* (*a*).

13 Write the last *three* lines of (*c*), indicating quantity of syllables, division into feet and principal cesuras. Give the rule for the quantity of the ultima of *moenia*; of the penult of *cuperem*. Define and illustrate dieresis.

14 Give the derivation of *each* of the following and show how the meaning of each is derived: *revocant* (*a*), *fata* (*b*), *Pelidae* (*c*). Give an English word containing the stem of *corde*, *veteris* (*a*), *scire* (*b*), *forti* (*c*).

15 Translate into English:

Interea magno misceri murmure caelum

Incipit; insequitur commixta grandine nimbus;

Et Tyrii comites passim et Troiana iuventus

Dardaniusque nepos Veneris diversa per agros

Tecta metu petiere; ruunt de montibus amnes.—4, 160–164

High School Department

172D EXAMINATION

VIRGIL'S ECLOGUES

Monday, January 27, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a TITYRUS RETURNS FROM ROME

M. Mirabar, quid maesta deos, Amarylli, *vocares*,
 Cui *pendere sua patereris* in arbore poma:
 Tityrus hinc aberat. Ipsae te, Tityre, pinus,
 Ipsi te fontes, ipsa haec arbusta vocabant.
T. Quid *facerem?* neque *servitio* me *exire* licebat,
 Nec tam praesentis alibi cognoscere divos.
 Hic *illum* vidi *iuvenem*, Meliboeae, quot annis
Bis senos cui nostra *dies altaria fumant*.—1, 37-44

b THE COMING OF THE GOLDEN AGE

Aspice convexo nutantem *pondere* mundum,
 Terrasque tractusque maris *caelumque* profundum,
 Aspice, venturo laetantur ut omnia saeclo!
 O mihi tam *longae* maneat pars *ultima vitae*,
 Spiritus et, quantum sat erit tua dicere facta:
 Non me *carminibus* vincet nec Thracius Orpheus,
 Nec Linus, *huic* mater *quamvis* atque huic pater *adsit*,
 Orphei *Calliopea*, Lino formosus *Apollo*.—4, 50-57

c THE GREETING TO THE VICTOR

Tu *mihi* seu magni superas iam saxa Timavi,
 Sive oram Illyrici legis *aequoris*, en erit umquam
Ille dies, mihi cum *liceat* tua dicere facta?
 En erit, ut *liceat* totum mihi *ferre* per orbem
 Sola *Sophocleo* tua carmina *digna cothurno?*
 A te principium, tibi desinet. *Accipe* iussis
 Carmina coepta tuis, atque hanc sine tempora circum
 Inter victricis *hederam* tibi serpere laurus.—8, 6-13

6 Translate into Latin [Do not use rare or poetic constructions]:

a While Tityrus was absent in the city, Amaryllis remained here among these rocks and trees.

b Thy deeds are so great that they are praised in the most remote parts of the earth.

7 Translate into Latin [Do not use rare or poetic constructions]:

a He says that Orpheus rejoices because Linus has been vanquished by me in song.

b Let us go to the altar of Apollo for the purpose of invoking that god.

8 Give the reason for the case of *dies* (*a*), *vitae*, *carminibus* (*b*), *mihī* (*c*, line 1), *aequoris* (*c*); for the mode of *vocares*, *exire* (*a*), *maneant*, *adsit* (*b*), *liceat* (*c*, line 3).

9 Write the principal parts of *pendere*, *patereris* (*a*), *aspice*, *vincet* (*b*), *accipe* (*c*).

10 Explain the reference in *illum iuvenem*, *bis senos dies* (*a*), *Calliopea* (*b*), *Sophocleo cothurno*, *hederam* (*c*).

11 Decline *Calliopea*, *Apollo* (*b*). Decline, in the singular, *arbore*, *iuvenem* (*a*), *caelum* (*b*), the neuter of *ille* (*c*). Mention and define two different figures of rhetoric found in questions 1-5.

12 Give the reason for the case of *servitio* (*a*), *huic* (*b*), *cothurno*, *hederam* (*c*); for the mode of *facerem* (*a*), *liceat* (*c*, line 4). Compare *longae*, *ultima* (*b*).

13 Write the first three lines of (*c*), marking quantity of syllables, division into feet and principal cesuras. Give the rule for the quantity of the penult in *dicere*; of the ultima in *dies*. Mention and define a figure of prosody found in these lines.

14 Give the composition of each of the following and show how the meaning of each is derived: *convexo*, *quamvis* (*b*), *accipe* (*c*). Give an English word containing the stem of *fumant* (*a*), *pondere* (*b*), *ferre*, *digna* (*c*).

15 Translate into English:

*M. Forte sub arguta consederat ilice Daphnis,
Compulerantque greges Corydon et Thyrsis in unum,
Thyrsis ovis, Corydon distentas lacte capellas,
Ambo florentes aetatibus, Arcades ambo,
Et cantare pares, et respondere parati.— 7, 1-5*

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174TH EXAMINATION

VIRGIL'S ECLOGUES

Monday, June 16, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

APPEAL TO ALEXIS

*Nonne fuit satius tristis Amaryllidis iras
Atque superba pati fastidia? nonne Menalcan,
Quamvis ille niger, quamvis tu candidus esses?
O formose puer, nimium ne crede colori!
Alba ligustra cadunt, vaccinia nigra leguntur.
Despectus tibi sum, nec, qui sim, quaeris, Alexi,
Quam dives pecoris, nivei quam lactis abundans;
Mille meae Siculis errant in montibus agnae;
Lac mihi non aestate novum, non frigore deficit.—2, 14-22*

b

INVITATION TO A MUTUAL EXHIBITION OF SKILL

*Me. Cur non, Mopse, boni quoniam convenimus ambo,
Tu calamos inflare levis, ego dicere versus,
Hic corylis mixtas inter considimus ulmos?
Mo. Tu maior; tibi me est aequum parere, Menalca,
Sive sub incertas zephyris motantibus umbras,
Sive antro potius succedimus. Aspice, ut antrum
Silvestris raris sparsit labrusca racemis.
Me. Montibus in nostris solus tibi certat Amyntas.—5, 1-8*

c

LAMENT OF GALLUS

*Nec lacrimis crudelis Amor, nec gramina rivis,
Nec cytiso saturantur apes, nec fronde capellae.
Tristis at ille: Tamen cantabitis, Arcades, inquit,
Montibus haec vestris: soli cantare periti
Arcades. O mihi tum quam molliter ossa quiescant,
Vestra meos olim si fistula dicat amores!
Atque utinam ex vobis unus, vestrique fuissem
Aut custos gregis, aut maturae vinitor uvae!—10, 29-36*

6 Translate into Latin [Do not use rare or poetic constructions]:

a Corydon says that he will trust his flocks to this experienced herdsman.

b We shall sit on the grass under the elms that the goats may rest in the shade.

7 Translate into Latin [Do not use rare or poetic constructions]:

a Though I am rich and have many herds, yet lovely Alexis looks down on me.

b It is uncertain whether Amyntas will contend in singing with you or with Mopsus.

8 Give the reason for the case of *Amaryllidis*, *aestate* (*a*), *tibi* (*b*, line 4), *racemis* (*b*), *custos* (*c*); for the mode of *esses*, *sim* (*a*), *parere* (*b*), *quiescant*, *fuissem* (*c*).

9 Select from questions 1-5 *three* different poetic constructions and give the corresponding prose construction in each case. Explain the use of *nonne* (*a*, line 1), *ne* (*a*).

10 Give the reason for the case of *mihi* (*a*), *me*, *zephyris* (*b*), *mihi*, *uvae* (*c*). Compare *niger*, *dives* (*a*), *boni*, *maior* (*b*), *molliter* (*c*).

11 Decline *Menalcan*, *Alexi* (*a*). Decline throughout *qui* (*a*) in the feminine, *tu* (*b*), *solus* (*b*) in the masculine, *ossa* (*c*).

12 Write the principal parts of *cadunt*, *errant* (*a*), *convenimus*, *mixtas* (*b*), *dicat* (*c*).

13 Write the last *three* lines of (*b*), marking quantity of syllables, division into feet and principal cesuras. Give the rule for the quantity of the penult in *montibus*, of the ultima in *certat*. Define ictus.

14 Give the derivation or composition of *each* of the following and show how the meaning of each is derived: *despectus* (*a*), *versus* (*b*), *vinitor* (*c*). Give an English word containing the stem of *crede* (*a*), *solus* (*b*), *ossa*, *custos* (*c*).

15 Translate into English:

Necte tribus nodis ternos, Amarylli, colores;

Necte, Amarylli, modo, et, Veneris, dic, vincula necto.

Ducite ab urbe domum, mea carmina, ducite Daphnim.

Limus ut hic durescit et haec ut cera liquescit

Uno eodemque igni, sic nostro Daphnis amore.—8, 77-81

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172D EXAMINATION

LATIN—Second Year

Tuesday, January 28, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

LYSANDER ATTEMPTS TO BRIBE THE ORACLES

Primum *Delphicum corrumpere* est conatus. Cum id non potuisset, Dodonam adortus est. Hinc quoque repulsus dixit se vota *suscepisse*, quae Iovi Hammoni solveret, existimans se Afros *facilius* corrupturum. Hac spe cum profectus esset in Africam, *multum* eum antistites *Iovis* fefellerunt. Nam non solum corrumpi non potuerunt, sed etiam legatos *Lacedaemonem miserunt*, qui Lysandrum *accusarent*, quod sacerdotes fani corrumpere *conatus esset*.—Lysander, 3

b

AGESILAUS RETURNS TO ASSIST SPARTA

Agesilaus opulentissimo *regno* praeposuit bonam existimationem multoque gloriosius duxit, si *institutis* patriae paruisset, quam si bello *superasset* Asiam. Hac igitur *mente Hellespontum* copias traiecit tantaque usus est celeritate, ut, quod *iter Xerxes anno* vertente *confecerat*, hic *transierit* triginta *diebus*. Cum iam haud ita longe *abesset* a *Peloponneso*, *obsistere* ei conati sunt Athenienses et Boeoti ceterique eorum socii apud Coroneam; quos omnes *gravi proelio* vicit.—Agesilaus, 4

c

THE PRIVATE LIFE OF ATTICUS

Neque vero ille vir minus bonus pater familias habitus est quam *civis*. Nam cum *esset* pecuniosus, *nemo illo* minus fuit emax, minus aedificator. Neque tamen non in primis *bene* habitavit omnibusque optimis rebus *usus est*. Nam *domum* habuit in colle Quirinali Tamphilianam, ab avunculo *hereditate* relictam; cuius amoenitas non *aedificio*, sed silva constabat. Ipsum enim tectum antiquitus constitutum plus salis quam sumptus habebat; in quo nihil commutavit, nisi si *quid* vetustate *coactus est*.—Atticus, 13

6 Translate into Latin [Do not use rare or poetic constructions]:

a The ambassadors sent from Africa said that their priests could not be bribed by Lysander.

b Agesilaus set out for Asia with a very large army to attack the Persian kingdom.

7 Translate into Latin [Do not use rare or poetic constructions]:

a He did not obey the Athenians, when they commanded him to return to Sparta.

b Atticus wished to live in the old house that his uncle had left to him.

8 Give the reason for the case of *se* (*a*, line 3), *regno*, *Hellespontum*, *anno* (*b*), *aedificio* (*c*); for the mode of *corrumpere* (*a*, line 1), *conatus esset* (*a*), *transierit*, *abesset* (*b*), *esset* (*c*).

9 Decline *Iovis* (*a*). Decline, in the singular, *iter*, *proelio* (*b*), *hereditate* (*c*). Compare *facilius*, *multum* (*a*), *bene* (*c*).

10 Write the principal parts of *suscepisse*, *miserunt* (*a*), *superasset* (*b*), *usus est*, *coactus est* (*c*).

11 Give the reason for the case of *Iovis*, *Lacedaemonem* (*a*), *institutis*, *mente*, *diebus* (*b*), *civis*, *illo*, *quid* (*c*); for the mode of *suscepisse*, *accusarent* (*a*).

12 Mention and illustrate by original Latin sentences the mode used in indirect discourse in *a*) a principal declarative clause, *b*) a dependent clause, *c*) a command.

13 Give the location of *each* of the following: *Lacedaemonem* (*a*), *Hellespontum*, *Peloponneso* (*b*). Explain the reference in *Delphicum* (*a*), *iter Xerxes . . . confecerat* (*b*).

14 Give, with meaning of each part, the composition of *obsistere* (*b*), *nemo*, *aedificio* (*c*). Mention an English word containing the stem of *facilius* (*a*), *gravi* (*b*), *civis*, *domum* (*c*).

15 Translate into English:

At Hamilcar, posteaquam mare transiit in Hispaniamque venit, magnas res secunda gessit fortuna; maximas bellicosissimasque gentes subegit; equis, viris, pecunia totam locupletavit Africam. Hic cum in Italiam bellum inferre meditaretur, nono anno, postquam in Hispaniam venerat, in proelio pugnans adversus Vettones occisus est.—Hamilcar, 4

High School Department

174TH EXAMINATION

LATIN—Second Year

Tuesday, July 17, 1902—1.15 to 4.15 p. m., only

Answer the first six questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

MILTIADES FAILS TO CAPTURE PAROS

Cum iam in eo esset, ut oppido potiretur, procul in continenti lucus, qui ex insula conspiciebatur, nescio quo casu nocturno tempore incensus est. Cuius flamma ut ab oppidanis et oppugnatoribus est visa, *utrisque* venit in opinionem *signum* a classiariis *regis* datum. Quo factum est, ut et Parii a deditione deterrerentur, et Miltiades, timens ne classis regia *adventaret*, incensis operibus, quae statuerat, cum totidem navibus atque erat profectus, Athenas magna cum offensione civium suorum *rediret*. Accusatus ergo est *proditionis*, quod, cum *Parum* expugnare posset, a rege corruptus infectis rebus *discessisset*. Eo tempore aeger erat *vulneribus*, quae in oppugnando oppido acceperat.—Miltiades, 7

b

APOLLO RECOMMENDS WOODEN WALLS FOR ATHENS

Cuius de *adventu* cum fama in Graeciam esset perlata et *maxime* Athenienses *peti* dicerentur propter *pugnam Marathonianam*, miserunt *Delphos* consultum, *quidnam* facerent de rebus suis. *Deliberantibus* Pythia respondit, ut moenibus ligneis se *munirent*. Id responsum quo *valeret*, cum intellegeret nemo, Themistocles *persuasit* consilium esse *Apollinis*, ut in naves se suaeque *conferrent*: eum enim a deo *significari* murum ligneum.

—Themistocles, 2

c

PAUSANIAS ENTERS INTO RELATIONS WITH THE PERSIANS

Post *id proelium eundem* Pausaniam cum classe communi *Cyprum* atque Hellespontum miserunt, ut ex his regionibus barbarorum praesidia *depelleret*. *Pari felicitate* in ea re usus elatius se *gerere* coepit maioresque appetere res. Nam cum *Byzantio* expugnato *cepisset* complures Persarum nobiles atque in his nonnullos regis propinquos, hos clam Xerxi remisit, simulans ex vinclis publicis effugisse.—Pausanias, 2

6 Translate into Latin [Do not use rare or poetic constructions]: (a) At the approach of the Athenian fleet the Parians were so afraid that they went into the town, (b) The Persians knew that Pausanias was about to storm the walls.

7 Translate into Latin [Do not use rare or poetic constructions]: (a) The works that were burned had been built by the citizens of the island, (b) Miltiades withdrew with all his men when the signals of the enemy began to be seen.

8 Give the reason for the case of *signum*, *proditionis* (a), *Delphos*, *deliberantibus* (b), *felicitate* (c); for the mode of *adventaret*, *rediret*, *discessisset* (a), *facerent*, *munirent* (b).

9 Write the principal parts of *rediret*, *discessisset* (a), *munirent*, *persuasit* (b), *depelleret* (c).

10 Decline the following in the singular: *vulneribus* (a), *adventu*, *deo* (b), *pari felicitate*, *re* (c), the masculine and feminine of *quidnam* (b), the masculine and neuter of *eundem* (c).

11 Give the reason for the case of *utrisque*, *tempore*, *vulneribus* (a), *Apollinis* (b), *Byzantio* (c); for the mode of *significari* (b), *gerere*, *cepisset* (c). State the syntax of the clause *ut . . . conferrent* (b). Compare *maxime* (b).

12 Explain the difference in use between the gerund and the gerundive; the supine in *um* and the supine in *u*. Write and translate original Latin sentences illustrating the use of each.

13 Give the location of *two* of the following: *Parum* (a), *Cyprum*, *Byzantio* (c). Explain the reference in *three* of the following: *regis* (a), *cuius*, *pugnam Marathoniam*, *Apollinis* (b), *id proelium* (c).

14 Give, with meaning of each part, the derivation or composition of *each* of the following: *rediret*, *discessisset* (a), *significari* (b). Mention an English word containing the stem of *signum* (a), *adventu*, *peti*, *valeret* (b).

15 Translate into English:

In hac conclusione, quotienscumque voluit, apparatus et munitiones Antigoni alias incendit, alias disiecit. Tenuit autem se uno loco, quamdiu hiems fuit, quod castra sub divo habere non poterat. Ver appropinquabat: simulata deditione, dum de condicionibus tractat, praefectis Antigoni imposuit seque ac suos omnes extraxit incolumes.—Eumenes, 5

High School Department

172D EXAMINATION

LATIN—Third Year

Tuesday, January 28, 1902—1.15 to 4.15 p. m., only

Answer the first seven questions and three of the others but no more. If more than three of the others are answered only the first three answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a JUGURTHA CAPTURES THE ARMY OF AULUS

Nostri foeda fuga plerique abiectis *armis*, proximum collem occupavere. Nox atque praeda *castrorum* hostis quo minus victoria *uterentur* remorata sunt. Deinde Iugurtha postero die cum Aulo in colloquio verba facit: tametsi ipsum cum exercitu fame et ferro clausum teneret, tamen *se* memorem humanarum rerum, si secum foedus *faceret*, incolumis omnis sub iugum missurum; praeterea uti *diebus* decem *Numidia* decederet. Quae quamquam gravia et *flagiti* plena erant, tamen, quia mortis metu mutabantur, sicuti *regi* liberat, pax convenit.

—Sallust, Bellum Iugurthinum, 38

foedus (line 1)=dishonorable

b CAESAR'S GREAT ACHIEVEMENT

Domuisti gentes *immanitate* barbaras, multitudine innumera-
biles, locis infinitas, omni copiarum genere abundantes: sed
tamen ea vicisti, quae et naturam et condicionem ut *vinci* pos-
sent habebant. Nulla est enim tanta vis quae non *ferro* et
viribus debilitari frangique *possit*. Animum vincere, iracun-
diam cohibere, victoriam temperare, adversarium nobilitate,
ingenio, virtute praestantem non modo extollere iacentem, sed
etiam amplificare eius pristinam dignitatem, haec qui facit,
non ego eum cum summis viris comparo, sed simillimum *deo*
iudico.—Cicero, Pro Marcello, 3

immanitas=ferocity

c VENUS PLEADS WITH JUPITER FOR THE TROJANS

O pater, o hominum rerumque aeterna potestas!
Namque aliud quid sit, quod iam inplorare queamus?
Cernis, ut insultent Rutuli, Turnusque feratur
Per medios insignis equis tumidusque secundo
Marte ruat? Non clausa *tegunt* iam moenia Teucros
Quin intra portas atque ipsis proelia *miscent*
Aggeribus murorum, et inundant sanguine fossae.

—Virgil, Aeneid, 10, 18-24
queo=be able, *insulto*=exult

6 Translate into Latin [Do not use rare or poetic construc-
tions]: The Romans considered it dishonorable to be sent

under the yoke; therefore when Jugurtha conquered them he said that he would make a treaty only on this condition.

7 Translate into Latin [Do not use rare or poetic constructions]: Do not hinder me from departing. I have said that I shall go to Rome within twenty days whether it pleases you or not.

8 Give the syntax of *armis, castrorum, se, diebus, Numidia, flagiti, regi* (a), *immanitate, ferro, deo* (b).

9 Give the reason for the mode of *uterentur, faceret* (a), *vinci, possit* (b). Write the principal parts of *vinci* (b), *tegunt, miscent* (c).

10 Translate into English:

Defectione Aeduorum cognita bellum augetur. Legationes in omnes partes circummittuntur: quantum gratia, auctoritate, pecunia valent, ad sollicitandas civitates nituntur. Nacti ob-sides, quos Caesar apud eos deposuerat, horum supplicio dubitantes territant. Petunt a Vercingetorige Aedui ut ad se veniat rationesque belli gerendi communicet.

—Caesar, De bello Gallico, 7, 63

11 Write a brief account of *two* of the following: funeral games in honor of Anchises, Caesar's invasion of Britain, Jugurtha, Cicero as consul.

12 Translate into English:

Iusserat; hi redeunt, ac fontibus ora relaxant,
Et defrenato volvuntur in aequora cursu.
Ipse tridente suo terram percussit; at illa
Intremuit motuque vias patefecit aquarum.
Exspatiata ruunt per apertos flumina campos.

—Ovid, Metamorphoses 1, 281-285
defrenatus=unrestrained, *exspatior*=spread out

13-14 Translate into English:

Apud Xenophontem autem moriens Cyrus maior haec dicit: "Nolite arbitrari, o mihi carissimi filii, me cum a vobis discessero nusquam aut nullum fore. Nec enim dum eram vobiscum animum meum videbatis, sed eum esse in hoc corpore ex iis rebus quas gerebam intellegebatis. Eundem igitur esse creditote, etiam si nullum videbitis. Nec vero clarorum virorum post mortem honores permanerent, si nihil eorum ipsorum animi efficerent quo diutius memoriam sui teneremus. Mihi quidem nunquam persuaderi potuit animos dum in corporibus essent mortalibus vivere, cum exissent ex iis emori."

nusquam=nowhere, *emorior*=die —Cicero, De senectute, 22

15 Write original Latin sentences illustrating *three* of the following: a) dative of the agent, b) substantive clause of result, c) past condition contrary to fact, d) ablative of degree of difference, e) ablative of manner.

High School Department

174TH EXAMINATION

LATIN—Third Year

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer the first seven questions and three of the others but no more. If more than three of the others are answered only the first three answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-5 Translate into English:

a

PLANCUS IS ATTACKED BY AFRANIUS

Cuius adventu nuntiatio, L. Plancus, qui legionibus praeerat, necessaria re coactus, locum capit superiorem, diversamque aciem in duas partes constituit ne ab equitatu circumveniri posset. Ita, congressus impari numero, magnos impetus legionum equitatusque sustinet. Commisso ab equitatibus proelio, signa duarum legionum procul ab utrisque conspiciuntur, quas C. Fabius ulteriore ponte subsidio nostris miserat, suspicatus fore id, quod accidit, ut duces adversariorum occasione et beneficio fortunae ad nostros opprimendos uterentur.

—Caesar, De Bello Civili, I, 40

b

LIGARIUS SUCCEEDS TO THE COMMAND IN AFRICA

Q. enim Ligarius, cum esset nulla belli suspicio, legatus in Africam cum C. Considio profectus est: qua in legatione et civibus et sociis ita se probavit, ut decedens Considius provincia satis facere hominibus non posset, si quemquam alium provinciae praefecisset. Itaque Ligarius, cum diu recusans nihil profecisset, provinciam accepit invitus: cui sic praefuit in pace, ut et civibus et sociis gratissima esset eius integritas ac fides. Bellum subito exarsit, quod qui erant in Africa ante audierunt geri quam parari.—Cicero, Pro Ligario, I

c

ATLAS IS CHANGED INTO A MOUNTAIN BY PERSEUS

Viribus inferior — quis enim par esset Atlanti Viribus?—At quoniam parvi tibi gratia nostra est, Accipe munus, ait; laevaue a parte Medusae Ipse retroversus squalentia prodidit ora. Quantus erat, mons factus Atlas: nam barba comaeque In silvas abeunt, iuga sunt humerique manusque: Quod caput ante fuit, summo est in monte cacumen.

—Ovid, Metamorphoses, 4, 653-659

squalens=horrid, cacumen=peak

6 Translate into Latin [Do not use rare or poetic constructions]:

(a) Have you heard whether the bridge has been captured or not? (b) Let us engage battle before we are surrounded by the cavalry, (c) Do not station the legions far from the mountain.

7 Translate into Latin [Do not use rare or poetic constructions]:

Though Ligarius was unwilling to accept the chief command, yet he was so pleasing to all on account of his integrity that Considius departing from Africa, placed him over that province.

8 Give the reason for the case of *numero*, *ponte*, *subsidio* (a), *belli* (b), *civibus* (b, line 7), *viribus* (c, line 1), *parvi*, *mons* (c). Change *ad nostros opprimendos* (a) to a dependent clause of equivalent meaning.

9 Give the reason for the mode of *posset*, *uterentur* (a), *esset* (b, line 1), *esset* (c); for the mode and tense of *praeferisset* (b). Write the principal parts of *conspiciuntur* (a), *profectus est* (b).

10 Translate into English:

Interea Iugurtha, ubi quae Metellus agebat ex nuntiis accepit, simul de innocentia eius certior Romae factus, diffidere suis rebus ac tum demum veram deditionem facere conatus est. Igitur legatos ad consulem cum suppliciis mittit, qui tantummodo ipsi liberisque vitam peterent, alia omnia dederent populo Romano.—Sallust, Bellum Iugurthinum, 46

11 Write an account of *one* of the following: the political career of Cicero, the rivalry between Caesar and Pompey and its political results to Rome, the descent of Aeneas to the lower world.

12 Translate into English:

Ast ego, magna Iovis coniunx, nil linquere inausum
Quae potui infelix, quae memet in omnia verti,
Vincor ab Aenea. Quod si mea numina non sunt
Magna satis, dubitem haud equidem inplorare quod usquam est.
Flectere si nequeo superos, Acheronta movebo.

nequeo=be unable

—Virgil, Aeneid, 7, 308–312

13–14 Translate into English:

Si tu et Tullia, lux nostra, valetis, ego et noster filius Cicero valemus. Pridie Idus Octobres Athenas venimus, cum sane adversis ventis usi essemus tardeque et incommode navigassemus. De nave exeuntibus nobis Acastus cum litteris praesto fuit uno et vicesimo die, sane strenue. Accepi tuas litteras, quibus intellexi te vereri ne superiores mihi redditae non essent. Omnes sunt redditae diligentissimeque a te perscriptae sunt omnia; idque mihi gratissimum fuit. Neque sum admiratus hanc epistulam, quam Acastus attulit, brevem fuisse; iam enim me ipsum expectas sive nos ipsos, qui quidem quam primum ad vos venire cupimus, etsi in quam rem publicam veniamus intellego.—Cicero, Ad Familiares, 14, 5

valeo=be well, *sane strenue*=very promptly

15 Write Latin sentences in which *cum* (causal), *quin*, *priusquam*, *ne non* and *quo* are used to introduce subordinate clauses.

High School Department

172D EXAMINATION

LATIN PROSE COMPOSITION

Monday, January 27, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

Translate into Latin [Do not use rare or poetic constructions]:

1 If the Sequani should attempt to cross through our territories, we should attack them and drive them back.

2 Miltiades, fearing that the king's fleet would come, returned to Athens with all his ships.

3 May Catiline depart from the city and lead out with him those who have been his companions.

4 After Caesar saw in how great danger the soldiers of the tenth legion were, he sent them aid.

5 Since no one opposed Hannibal, he remained near Rome many days before he led back his army to Capua.

6 Caesar says that he will not besiege the towns of those nations that are friendly to the Roman people.

7 Although Nepos wrote concerning many Romans, the lives of two men only, Cato and Atticus, have been transmitted to us.

8-9 There is no one who does not think that on the thirty-first of December, in the consulship of Lepidus and Tullus, you stood in the comitium with a weapon.

10-11 When Caesar was about to lead his forces against the Gauls, the Belgians persuaded their neighbors not to give grain and supplies to the Roman army.

12-13 We shall speak of those things that concern the safety of us all. It is Catiline's purpose to kill many leading men of this state and to destroy this city with fire and slaughter.

14-15 The Lacedaemonians sent legates to forbid the Athenians to build walls about their city. After the legates had arrived, Themistocles set out for Sparta, and meanwhile slaves and freemen built the walls.

lead out=*educō*, *besiege*=*oppugno*, *transmit*=*trado*, *concern*=*pertineo*, *leading man*=*princeps*, *slaughter*=*caedes*, *forbid*=*veto*, *freeman*=*liber*

High School Department

174TH EXAMINATION

LATIN PROSE COMPOSITION

Monday, June 16, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

Translate into Latin [Do not use rare or poetic constructions]:

1 After Caesar had drawn up the infantry in line, he commanded that the baggage be placed in the rear.

2 The Athenians punished Miltiades because they feared that he might become a tyrant at Athens.

3 There is no one in this city who thinks that Catiline did not attempt to kill the consul.

4 Though the enemy were hurling javelins at our men, we got possession of the camp at daybreak.

5 Pausanias wrote letters to the Persian king in which he promised to subdue Greece for the Persians.

6 There is no doubt that Caesar has sent the tenth legion as an aid to our soldiers.

7 When Thrasybulus was waging war in Asia, the barbarians, having made a sally from one of their towns, killed him.

8-9 Let it be said that Catiline has been driven from Rome by me, provided that he go into exile. But, believe me, he does not intend to go.

10-11 If I were seeking any favor from Caesar, I should go to him. But I can not do this, nor can I return the hostages of the Aedui, that I have with me.

12-13 Since you have been rescued from a very cruel and wretched death, celebrate with your wives and children the thanksgiving that has been decreed today to the immortal gods.

14-15 Finally the Carthaginians sent ambassadors to make peace with the Romans. The latter answered that they would not accept any terms of peace, while Hannibal commanded the Carthaginian army.

punish=*multo*, tyrant=*tyrannus*, sally=*eruptio*, intend=*in animo habeo*, thanksgiving=*supplicatio*, terms=*condicio*

High School Department

171ST EXAMINATION

ARITHMETIC

Thursday, September 26, 1901—9.15 a. m. to 12.15 p. m., only

Answer the first five questions and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Give all operations (except mental ones) necessary to find results. Reduce each result to its simplest form and mark it Ans. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Simplify $\frac{(\frac{3}{4} \times 2\frac{1}{4}) \div (\frac{3}{4} \times 7\frac{1}{2}) + \frac{3}{4} \times \frac{3}{4}}{\frac{1}{2} \text{ of } (\frac{3}{4} - \frac{1}{8}) \times (1 - \frac{1}{8})}$

2 Multiply three and fifteen tens of thousandths by one and one hundredth, and divide the product by four and five hundredths. Express the result in words.

3 A train travels 495 kilometers in 9 hours at a uniform rate of speed; how many meters a minute does it travel?

4 Find the interest of \$810 from October 28, 1898 till today at 3½%.

5 A merchant bought 351 bushels of wheat for \$234; he sold half of the wheat at a gain of 15% and the rest at cost. Find the average gain on one bushel.

6 Find the greatest common divisor and the least common multiple of 714 and 935.

7 Find the cost, at 65 cents a cubic yard, of excavating a cellar 15 feet square and 9 feet deep.

8 A merchant asks for successive discounts of 15% and 5% on a bill of \$850, but he is offered instead discounts of 10% and 10%; find the difference between the two net amounts.

9 The walls and ceiling of a room 16 feet by 14 feet contain 944 square feet; how high is the room?

10 A tax of \$6750 is levied on a certain village whose assessed valuation is \$4,500,000; what is the tax on a house assessed at \$8500?

11 Find the cost, at 62½ cents a square yard, of paving a circular court 42 feet in diameter.

12 An agent sells a piano and after deducting his commission of 5½%, sends his principal \$472.50; find the agent's commission.

13 Find the face of a note for 90 days the proceeds of which are \$824 when it is discounted at a bank at 7%.

14 A man gave away $\frac{1}{3}$ of the books in his library, lent $\frac{1}{4}$ of the remainder and sold $\frac{1}{5}$ of those left; he then had in his possession 360 books. How many books had he at first?

15 How much must a man invest in 4% bonds at 112½, brokerage $\frac{1}{8}$ %, so that his annual income may be \$1620?

High School Department

172D EXAMINATION

ARITHMETIC

Thursday, January 30, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first five questions and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Give all operations (except mental ones) necessary to find results. Reduce each result to its simplest form and mark it Ans. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

- 1 Simplify $\frac{\frac{7}{8} + 1\frac{1}{2} \times \frac{3}{4} + \frac{1}{2}}{1 \div (\frac{3}{4} - \frac{1}{8})}$ and express the result both as a common fraction and as a decimal fraction.
- 2 A rectangular tank 2 meters 5 decimeters long and 1 meter 4 decimeters wide holds 28.7 hectoliters; find the depth of the tank.
- 3 Find the simple interest of \$836 at $2\frac{1}{2}\%$ from May 31, 1901 to the present date.
- 4 Find the cost, @ \$15 per M, of 75 pieces of lumber each $14' \times 16' \times 1\frac{1}{4}'$.
- 5 A man bought a farm of 196 acres for \$9800 and after spending \$980 for improvements, sold the farm at \$66 an acre; what was his per cent of gain?
- 6 Reduce $\frac{5423}{7168}$ to its lowest terms.
- 7 Find the cost, @ 60¢ a yard, of carpeting a room 16 feet 4 inches wide and 21 feet 6 inches long with carpet 27 inches wide, if the strips of carpet run lengthwise.
- 8 Find the net proceeds on the sale of 576 barrels of flour @ \$7.50 a barrel, the commission being $3\frac{1}{2}\%$ and the freight and storage being 33¢ a barrel.
- 9 Find the square root of 3 to three decimal places.
- 10 How many bushels will a bin hold that is 7 feet long, 4 feet wide and $3\frac{1}{2}$ feet deep? [2150.4 cubic inches = 1 bushel.]
- 11 Find the proceeds of a 60 day note for \$830 without interest, dated December 21, 1901 and discounted today at a bank at 6%.
- 12 A merchant buys cloth at \$1.20 a yard and marks it so as to sell it at a discount of 20% from the list price and still gain 20%; find the list price of the goods.
- 13 A house worth \$12,000 was insured for $\frac{7}{8}$ its value by three companies; the first took $\frac{1}{4}$ the risk at $\frac{1}{4}\%$, the second $\frac{1}{4}$ the risk at $\frac{1}{4}\%$, and the third the remainder at $\frac{3}{8}\%$. What was the whole premium paid?
- 14 What is the loss on 40 shares of stock bought at $109\frac{7}{8}$ and sold at $106\frac{3}{8}$, brokerage being $\frac{1}{8}\%$ in each case?
- 15 Define five of the following: common fraction, common multiple, numerator, composite number, proportion, evolution, discount.

High School Department

173D EXAMINATION

ARITHMETIC

Tuesday, March 25, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first five questions and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Give all operations (except mental ones) necessary to find results. Reduce each result to its simplest form and mark it Ans. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Multiply two hundred twenty-five and five hundredths by two hundred four ten-thousandths, and divide the product by five hundred twenty-five thousandths. Express the result in words.

2 The weight of the water in a tank 5 decimeters 8 centimeters long and 3 decimeters 8 centimeters wide is 92.568 kilograms; how deep is the tank?

3 Find the amount of \$216 at $2\frac{1}{2}\%$ simple interest from July 28, 1899 till today.

4 A merchant gained $12\frac{1}{2}\%$ by selling 48 yards of silk for \$4.50 more than cost; find the cost a yard of the silk.

5 A man raised \$962.85 by having his note for 90 days discounted at a bank at 7% ; for what sum was the note drawn?

6 Simplify $3 - [\frac{3}{4} - \frac{1}{8} + (\frac{1}{4} + \frac{9}{16} \div \frac{3}{8})]$

7 On a bill for \$280.50 a man is offered successive discounts of 10% and 5% for cash; to what single rate of discount is this equivalent and what is the net amount of the bill?

8 Find the cost, @ $37\frac{1}{2}\phi$ a square yard, of plastering the walls and ceiling of a room 20 feet 6 inches long, 15 feet 6 inches wide and 9 feet 6 inches high, allowing for 3 doors each 3 feet by 7 feet and for 4 windows each 3 feet by 6 feet.

9 A bin 8.4 feet long, 4.12 feet wide and 3 feet deep is $\frac{3}{4}$ full of grain; how many bushels of grain are there in the bin? [2150.4 cubic inches=1 bushel.]

10 Make a receipted bill of the following: John Mack buys this day of Adams & Co., 4 bushels potatoes @ 60ϕ , 3 dozen eggs @ 22ϕ , 10 pounds sugar @ $6\frac{3}{4}\phi$, 5 pounds cheese @ 14ϕ , 15 pounds meal @ 2ϕ .

11 A commission merchant sold 744 bushels of wheat and sent his employer \$527.31, retaining a commission of \$30.69; find the rate of commission and the selling price a bushel of the wheat.

12 How many rods of fencing are required to inclose a square field containing $12\frac{3}{4}$ acres?

13 What income will be derived from investing \$14,060 in $3\frac{1}{2}\%$ bonds purchased at $87\frac{3}{4}$, brokerage $\frac{1}{8}\%$?

14 A man pays taxes amounting to \$68.31, after receiving a rebate of 1% for prompt payment. If the rate of taxation is $1\frac{1}{2}\%$, what is the assessed valuation of his property?

15 Define *five* of the following: minuend, mixed number, multiple, compound fraction, proportion, interest, discount.

High School Department

174TH EXAMINATION

ARITHMETIC

Thursday, June 19, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first five questions and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Give all operations (except mental ones) necessary to find results. Reduce each result to its simplest form and mark it Ans. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define five of the following: abstract number, greatest common divisor, board foot, present worth, root, duty, gram.

2 Simplify $\frac{1.75 \times .5 + .825 - .33\frac{1}{2} \times 2.1}{.25 + .049 + .014}$ and express the result as a common fraction.

3 A man borrowed \$837 September 12, 1899 and paid it today, with interest at 5%; what amount did he pay?

4 A man sold a carriage for \$207 thereby gaining 12½%; how much did he gain?

5 Find the cost, @ 35¢ a square meter, of plastering the walls and ceiling of a room 6 meters 6 decimeters long, 5 meters 5 decimeters wide and 2 meters 8 decimeters high.

6 Divide the least common multiple of 812 and 336 by their greatest common divisor.

7 Find the cost of the following bill of lumber: 20 scantlings 14' long, 4" wide and 3" thick @ \$30 per M; 16 planks 10' long, 14" wide and 2" thick @ \$20 per M.

8 A commission merchant was sent \$704.52 which he invested in 950 bushels of wheat, after deducting his commission of 3%; find the cost a bushel of the wheat.

9 Two successive discounts of 15% and 10% reduced a bill to \$489.60; what was the original bill?

10 Find the cost, @ 45¢ a roll, of papering the walls of a room 16½ feet long, 15 feet wide and 12 feet high, making no allowances for openings. [A roll of paper is 8 yards long and 18 inches wide.]

11 What sum must be invested in 6½% stock at 185 to yield an annual income of \$481?

12 A man bought 227 pounds of butter @ 19½¢ a pound and paid the bill with the proceeds of a bank note for 60 days at 6%; find the face of the note.

13 How long must a ladder be to reach a window 15 feet high, if the foot of the ladder is 8 feet from the house?

14 It costs \$36.18 to insure a store at ¾%; find the face of the policy.

15 What will it cost, @ 8½¢ a square yard, to paint the convex surface of a cylindric boiler 6 feet high and 5 feet in diameter?

High School Department

172D EXAMINATION

ADVANCED ARITHMETIC

Monday, January 27, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Give each step of solution. Express final result in its simplest form and mark it Ans. Each complete answer will receive $12\frac{1}{2}$ credits. Papers entitled to 75 or more credits will be accepted.

1 Find by division the greatest common divisor of 4718 and 2233. Give a demonstration of the process.

2 The sum of two numbers is 161 and their difference is 74; find the numbers and demonstrate the principle involved.

3 Divide .8487432 by .075637 and multiply the quotient by .835642; find the result correct to *three* decimal places, using the contracted methods of division and multiplication of decimals.

4 Find the weight in pounds of the oil contained in a cylindrical tank 1.5 meters in diameter and 1.8 meters high. [A kilogram equals $2\frac{1}{4}$ pounds and oil is .8 as heavy as water.]

5 Trade discounts of 10%, 10% and $x\%$ are equivalent to a direct discount of $23\frac{1}{10}\%$; find the value of x .

6 The areas of two spheres are to each other as 1 is to 2, the radius of the larger sphere is 5 inches; find the radius of the smaller sphere correct to *two* decimal places.

7 Insert *three* geometric means between the extremes $\frac{2}{3}$ and $\frac{3}{1875}$

8 An electric light is 4 times as intense as a gas light 15 feet from it; at what point between the two lights must an object be placed so as to be illuminated equally by the two lights? [The intensity of light varies inversely as the square of the distance from the source of illumination.]

9 When exchange is at 5.18, find the gain on 100 meters of silk bought in Paris @ 2 francs a meter and sold in New York @ 89¢ a yard, the duty being 60% ad valorem.

10 If $\frac{1}{8}$ of a ton of coal costs \$3.75, what will $\frac{3}{8}$ of a ton cost? Write the analysis in full.

11 Find the face of a sight draft that can be bought for \$585.80 when exchange is at a premium of $\frac{3}{8}\%$.

12 Washington is $77^{\circ} 3'$ west longitude and Pekin $116^{\circ} 29'$ east longitude; when it is 9.30 p. m., Tuesday, December 31, 1901 at Washington, what is the time of day, the day of the week and the date at Pekin?

High School Department

174TH EXAMINATION

ADVANCED ARITHMETIC

Monday, June 16, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Give each step of solution. Express final result in its simplest form and mark it Ans. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Express in words each of the following: 600.035, .635, 600 $\frac{30}{1000}$, $\frac{630}{1000}$, $\frac{635}{1000}$

2 Prove by a general method that a common divisor of two numbers is a divisor of their sum, of their difference and of their product.

3 If I sell $\frac{3}{4}$ of a farm for what $\frac{1}{4}$ of the farm cost, what is my per cent of gain? Give analysis in full.

4 State how to determine (a) what common fractions give pure circulating decimals, (b) what common fractions give mixed circulating decimals, (c) the limit of the number of places in the repetend. Demonstrate each principle.

5 A man sold 700 shares of railway stock at 84½ and invested the proceeds in 4½ bank stock at 119½, brokerage in each case ½%; find the annual income from the second investment.

6 In extracting cube root state and explain the process of (a) separating into periods, (b) forming the trial divisor, (c) completing the divisor.

7 Mention the French unit of (a) length, (b) area, (c) volume, (d) capacity, (e) weight. Show how the unit of length was originally determined and how each of the other units is related to it.

8 Find the cost, @ 12¢ a square yard, of painting the convex surface of a conical turret whose diameter is 8 feet and whose vertical height is 7.5 feet.

9 A New York merchant remitted to London through his broker £12,000 18s 9d; find the cost of the draft if exchange is at 4.89½ and brokerage is ¼%.

10 An agent buys machines at 10% and 20% off the list price and sells them at 10% and 5% off the list price; find his per cent of gain.

11 A body on the surface of the earth weighs 27 pounds; assuming that the radius of the earth is 4000 miles, find the weight of the same body 2000 miles above the surface. [The weight of a body above the surface of the earth varies inversely as the square of the distance from the center of the earth.]

12 A man pays a debt in monthly payments in such a way that each payment is 2½ times the preceding payment; his first payment is \$5.12 and his last payment is \$1250. Find the amount of the debt and the number of months it takes the man to pay it.

High School Department

170TH EXAMINATION

ALGEBRA

August 1901—Three hours, only

Answer the first four questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Division of groups is not allowed. Give each step of solution. Reduce fractions to lowest terms. Express final result in its simplest form and mark it Ans. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

- 1 Simplify $\frac{\frac{x}{x-y} \times (\frac{x}{y} - 2 + \frac{y}{x})}{(x + \frac{3xy+y^2}{x-y}) \div \frac{x+y}{(x-y)^2}}$
- 2 Factor $4x^4 - 4x^2y^2 + 9y^4$, $a^{4m} - b^{2n}$, $a^2b^2 + a^2x - b^2x^2 - x^3$, $a^6 + b^6$, $4x^2y^4 - 1 + 6x - 9x^2$
- 3 Solve $\begin{cases} x+2y=12 \\ xy+y^2=32 \end{cases}$
- 4 Solve $\sqrt{x} + \sqrt{x+a} = \frac{2a}{\sqrt{x+a}}$
- 5 Multiply $a^{b+1} + a^b + a$ by $a^{-b} - a^{-b+1}$
- 6 Expand by the binomial theorem $(\frac{x}{y} - \frac{y^2}{2})^5$, giving all the work for finding the coefficients.
- 7 Solve $\frac{5z-x}{2y-3z}=1$, $\frac{y-2z}{3y-2x}=1$, $\frac{3y-2x}{3z-7}=\frac{1}{2}$
- 8 The difference of the cubes of two consecutive numbers is 817; find the numbers.
- 9 Solve $\frac{x-a}{x} + \frac{x}{x-a} = \frac{5}{2}$
- 10 Simplify $\frac{1}{2}\sqrt{27} + \frac{1}{2}\sqrt{147} - \sqrt{5\frac{1}{3}}$; $x\sqrt{x} + y\sqrt{y} \div \sqrt{x} + \sqrt{y}$; $\frac{2\sqrt{a+b}\sqrt{b}}{\sqrt{a+b}\sqrt{b}}$
- 11 A man wishing to give 35 cents to each of a certain number of boys, finds that he lacks 20 cents, but that he can give each boy 33 cents and have 4 cents left; what sum has he and how many boys are there?
- 12 Find the cube root of $8a^3 + 12a^2 - 54a - 59 + \frac{135}{a} + \frac{75}{a^2} - \frac{125}{a^3}$
- 13 Find the least common multiple of $a^4 - 2a^3 + 4a^2 - 6a + 3$ and $a^4 - a^3 - 2a^2 + 3a - 1$
- 14-15 Solve $\begin{cases} xy - 2y^2 = 1 \\ x^2 + xy = 12 \end{cases}$

High School Department

17TH EXAMINATION

ALGEBRA

Tuesday, September 24, 1901—9.15 a. m. to 12.15 p. m., only

Answer the first four questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Give each step of solution. Reduce fractions to lowest terms. Express final result in its simplest form and mark it Ans. Each complete answer will receive $12\frac{1}{2}$ credits. Papers entitled to 75 or more credits will be accepted.

1 Simplify $\frac{\left(\frac{x}{y}+1\right)\left(\frac{x}{y^2}-\frac{1}{y}+\frac{1}{x}\right)}{\frac{x^2+y^2}{y(x-y)}-\frac{y}{x}}$

2 Factor five of the following: $a^2b+4ab^2+3b^3$, $ab+b-a-1$, $6a^2-13ab+6b^2$, $3x^2-12y^2$, a^4+4a^2+16 , $x^3-3x^2y+3xy^2-y^3$, a^6-32

3 Simplify $ab-[2ab-\overline{ab+7b^2}-\{-b(5b-4a)-2b(a-a-b)\}]$

4 Solve $\begin{cases} x^2-xy=a^2+b^2 \\ xy-y^2=2ab \end{cases}$

5 Divide $a^{n+3}-3a^{n+1}+a^{n-1}$ by a^2-a-1

6 Find the highest common factor (greatest common divisor) of $3a^4+2a^3-2a^2+3a-2$ and $2a^4+a^3+4a-3$

7 In 6 hours A walks 2 miles more than B walks in 7 hours; in 9 hours B walks 11 miles more than A walks in 5 hours. Find the number of miles an hour that A and B each walk.

8 Solve $3x-\left(2x-\frac{x+7}{5}\right)=\frac{x+4}{6}+9$

9 Solve $3x^2-14x=24$

10 Find the square root of $16x^4-8x^2+\frac{16x^2y}{3}-\frac{4y}{3}+\frac{4y^2}{9}+1$

11 Solve $\begin{cases} 2x+3y-3z=15 \\ 4x-y-z=15 \\ x-2y+2z=4 \end{cases}$

12 Solve $\frac{\sqrt{1+x}+\sqrt{1-x}}{\sqrt{1+x}-\sqrt{1-x}}=2$

13 Write out by the binomial theorem the first four terms of $\left(\frac{m}{2}-2\right)^7$, giving all the work for finding the coefficients.

14 The product of two numbers is 2; their sum is 1 greater than their product. Find the numbers.

15 Simplify $(2\sqrt{a}+5\sqrt{b})(4\sqrt{b}-\sqrt{a})$; $\sqrt{\frac{(x-y)^2}{8a^3}} \div \frac{2}{xy} \sqrt{\frac{x-y}{2a}}$

$1\frac{3}{5}\sqrt{20}-\sqrt{\frac{1}{5}}-\sqrt{45}$

High School Department

172D EXAMINATION

ALGEBRA

Monday, January 27, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first four questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Give each step of solution. Reduce fractions to lowest terms. Express final result in its simplest form and mark it Ans. Each complete answer will receive 12½ credits. Papers entitled 40 75 or more credits will be accepted.

1 Simplify $\frac{a - \left(b - \frac{b^2}{a}\right)}{\frac{a^2 + b^2}{a(a-b)}} - \frac{a+b}{a-b}$

2 Factor $a^3 + 8$, $4x^2 - 7xy + 3y^2$, $ac - 3a - 2bc + 6b$, $a^8 - b^8$, $a^{2n} + 6a^n + 9$

3 Solve $x^2 = 3bx - 2b^2$

4 Write out by the binomial theorem the first four terms of $(2a-b)^5$, giving all the work for finding the coefficients.

5 Divide $a^{x+1} - a^{x-2}b^3$ by $a-b$

6 Find the greatest common divisor (highest common factor) of $2a^4 - 3a^3 + 7a^2 - 12a - 4$ and $2a^3 - 11a^2 + 11a + 4$

7 A square grass plot would contain 73 square feet more if each side were one foot longer; find the side of the plot.

8 Solve $\begin{cases} \frac{m}{x} + \frac{n}{y} = a \\ \frac{n}{x} + \frac{m}{y} = b \end{cases}$

9 Solve $\begin{cases} x+y=7 \\ x^3+y^3=133 \end{cases}$

10 Simplify $(a - \sqrt{ab} + b)(\sqrt{a} + \sqrt{b})$; $\frac{1}{2}\sqrt{3} - \sqrt{\frac{1}{3}} + \sqrt{\frac{3}{16}} - \sqrt{\frac{1}{12}}$; $(x-y) \div (\sqrt{x} + \sqrt{y})$

11 Solve $\frac{20}{\sqrt{15+x}} - \sqrt{x} = \sqrt{15+x}$

12 The sum of two numbers is 16; the sum of their squares minus 67 equals the product of the two numbers. Find the numbers.

High School Department

173D EXAMINATION

ALGEBRA

Tuesday, March 25, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first four questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Give each step of solution. Reduce fractions to lowest terms. Express final result in its simplest form and mark it Ans. Each complete answer will receive $12\frac{1}{2}$ credits. Papers entitled to 75 or more credits will be accepted.

1 Simplify $3x - [y - \{y - x + y - (-y - 2y - x - y)\}]$

2 Factor five of the following: $a^3 + 216$, $y^4 + y^2 + 1$, $m^5 + 1$, $a^2 - b^2 - a - b$, $(a+b)^2 - (c-d)^2$, $x^{2a} + 2x^a + 1$, $16a^2 + 10ab - 9b^2$

3 Find the highest common factor (greatest common divisor) of $a^5 - 11a^4 + 42a^3 - 71a^2 + 61a - 30$ and $a^3 - 9a^2 + 26a - 24$

4 Solve $5x^2 - 6x = 1\frac{1}{2}$

5 Write out by the binomial theorem the first four terms of $(a-2b)^8$, giving all the work for finding the coefficients.

6 A boy is $\frac{1}{4}$ as old as his father and 3 years younger than his sister; the sum of the ages of the three is 57 years. Find the age of the father.

7 Solve $\begin{cases} 3x + 2y - z = 8 \\ 2x + 3y + 6z = 2 \\ x - y - 5z = 4 \end{cases}$

8 Extract the square root of $a^{4m} + 4a^{3m} + 2a^{2m} - 4a^m + 1$

9 Solve $\begin{cases} x^2 - 4y^2 = 13 \\ x + 2y = 13 \end{cases}$

10 The difference between the contents of two cubic blocks is 387 cubic feet; an edge of the smaller block is 3 feet shorter than an edge of the larger block. Find the edge of each block.

11 Solve $\frac{12}{\sqrt{x^2+8}} = \sqrt{x^2+8} + x$

12 Simplify $(x - \sqrt{ax-6a}) \div (\sqrt{x} + 2\sqrt{a})$; $\frac{1}{\sqrt[4]{(1+\sqrt[3]{a^2})^3}}$;
 $(2-2\sqrt{x})^2$

High School Department

174TH EXAMINATION

ALGEBRA

Monday, June 16, 1902—9.15 a. m. to 12.15 p. m., only

Answer the first four questions and four of the others but no more. If more than four of the others are answered only the first four answers will be considered. Give each step of solution. Reduce fractions to lowest terms. Express final result in its simplest form and mark it Ans. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

- 1 Simplify $\frac{x^2+x+1}{(x+1)^2-x^2} \div \frac{x+\frac{1}{1+x}}{1+\frac{x}{1+x}}$
- 2 Factor five of the following: a^4-2a^2+1 , $12m^2-7m+1$, $a^{3m}-1$, $6a^2-2ab-3a+b$, $81-a^4$, x^7+1 , $a^2+2ab+b^2-c^2$
- 3 Solve $\frac{3x}{4}+2x-3=8$ and give an axiom as authority for each step of the solution.
- 4 Solve $ax^2+bx=c$
- 5 Write out by the binomial theorem the first four terms of $(a-\frac{1}{2})^7$, giving all the work for finding the coefficients.
- 6 Three numbers are such that the sum of the reciprocals of the first and second equals $\frac{1}{3}$; the sum of the reciprocals of the first and third equals $\frac{1}{3}$; the sum of the reciprocals of the second and third equals $\frac{1}{4}$. Find the numbers.
- 7 Solve $\begin{cases} x^3+y^3=28 \\ x^2-xy+y^2=7 \end{cases}$
- 8 Find the cube root of $27x^3-27x^2+63x-37+\frac{42}{x}-\frac{12}{x^2}+\frac{8}{x^3}$
- 9 Solve $x-5=\sqrt{20+x-x^2}$
- 10 If 2 is subtracted from three times a certain number and 1 is added to twice that number, the product of the two results will equal 208; find the number.
- 11 Simplify $2\sqrt{112}-\frac{2}{3}\sqrt{63}-3\sqrt{\frac{1}{4}}+2\sqrt{1\frac{3}{4}}$; $(2\sqrt{x}-x\sqrt{2})^2$; $(x-y) \div (\sqrt{x}-\sqrt{y})$
- 12 Define common multiple, like terms, equation, complete quadratic, surd.

High School Department

172D EXAMINATION

ADVANCED ALGEBRA

Tuesday, January 28, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Give each step of solution. Reduce fractions to lowest terms. Express final result in its simplest form and mark it Ans. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 In any system of logarithms, express the logarithm of
a) unity, b) the base, c) zero. Give proof for each case.

2 Solve $2\sqrt[n]{x} + 2x^{-\frac{1}{n}} = 5$

3 Expand by the binomial theorem $(1+2x)^{-\frac{1}{2}}$ to *five* terms.

4 How many different parties, each consisting of 3 soldiers and 4 sailors, can be formed out of 12 soldiers and 16 sailors?

5 Derive a formula for determining the value of the ratio when the extremes and the number of terms are known. Insert *four* geometric means between 486 and 2.

6 One of the roots of the equation $x^4 - 4x^3 - 8x + 32 = 0$ is $-1 + \sqrt{-3}$; find the other *three* roots of the equation.

7 Transform $x^4 + 4x^2 + 3x + 5 = 0$ into an equation whose roots are double the roots of the given equation but have opposite signs.

8 Prove by a general method that the successive convergents of a continued fraction are alternately less and greater than the true value of the continued fraction.

9 By the method of differences find the 12th term of the series 4, 11, 28, 55, 92 etc.

10 Revert to *four* terms $y = x + 3x^2 + 5x^3 + 7x^4 + \dots$

11 Prove that a factor can be found that will rationalize any binomial surd.

12 Apply determinants in the solution of $\begin{cases} 3x + 4y = 18 \\ x + 2y = 8 \end{cases}$

High School Department

174TH EXAMINATION

ADVANCED ALGEBRA

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Give each step of solution. Reduce fractions to lowest terms. Express final result in its simplest form and mark it Ans. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Define cologarithm, divergent series, combinations, reciprocal equations, derived polynomial.

2 Prove by a general method that if four quantities are in proportion, they will be in proportion by (a) inversion, (b) composition, (c) alternation.

3 Solve as a quadratic $3x^2 + 15x + 1 - 2\sqrt{x^2 + 5x + 1} = 3$

4 Given $\log 2 = .3010$, $\log 18 = 1.2553$; find $\log 3$, $\log 450$, $\log \frac{1}{18}$, $\log 18\frac{1}{2}$.

5 Solve $ax^2 + bx + c = 0$. State the conditions under which the roots will be (a) real and equal, (b) rational and unequal, (c) imaginary and unequal.

6 Solve $x^5 - 4x^4 - 10x^3 + 40x^2 + 9x - 36 = 0$

7 Find the square root of $2m - 2\sqrt{m^2 - n^2}$

8 Expand $\sqrt{1 - 3x + 2x^2}$ to four terms by the method of undetermined coefficients.

9 Derive the formula for the number of permutations of n different things taken r at a time.

10 Transform $x^3 + 6x^2 - 4x + 5 = 0$ into an equation whose second term is wanting.

11 Find by the method of differences the sum of 12 terms of the series $-3, 4, 14, 27$ etc.

12 Prove that if a is a root of the general equation of the n^{th} degree, the first member of the equation is divisible by $x - a$.

University of the State of New York
High School Department

170TH EXAMINATION

PLANE GEOMETRY

August 1901—Three hours, only

Answer eight questions but no more, including at least one from each of the three divisions. If more than eight are answered only the first eight answers will be considered. Draw carefully and neatly each figure in construction or proof, using letters instead of numerals. Arrange work logically. Each complete answer will receive $12\frac{1}{2}$ credits. Papers entitled to 75 or more credits will be accepted.

First 1 Prove that the perpendicular is the shortest line that division can be drawn to a straight line from an external point.

2 Complete and demonstrate the following: an angle formed by two secants, two tangents, or a tangent and a secant, drawn to a circle from an external point, is measured by . . .

3 Prove that two triangles whose sides are respectively parallel or respectively perpendicular are similar.

4 Complete and demonstrate the following: in any triangle the square of the side opposite an acute angle is equal to . . .

5 Prove that a circle can be circumscribed about any regular polygon.

Second 6 Find the ratio of an angle of a regular octagon to division the exterior angle formed by producing one of the sides of the angle.

7 The ratio of the radii of two circles, one of which lies wholly within the other, is 3 to 4; what part of the larger circle is included between the two circumferences?

8 The bases of a trapezoid are 30 in. and 12 in. respectively, the altitude is 9 in.; find the altitudes of the two triangles formed by producing the legs of the trapezoid till they meet.

9 Two tangents, each 6 in. long, drawn from an exterior point to a circle, intercept an arc of 60° ; find the distance of the exterior point from the center of the circle.

10 On a given line 5 in. long a segment of a circle is described which contains an angle of 45° ; find the length of the radius of the circle.

Third 11 Prove that any line drawn through the middle division point of a diagonal of a parallelogram divides the parallelogram into two equal parts.

12 Show how to construct a square equivalent to a given rhomboid.

13 Prove that the bisector of the vertical angle of a triangle forms with the bisector of one of the exterior angles at the base, an angle equal to $\frac{1}{2}$ the other angle at the base.

14 On the sides of the triangle ABC equilateral triangles ABD , BCF and ACE are drawn; prove that lines FA , DC and BE are equal.

15 Show how to inscribe a square in a given semicircle.

PLANE GEOMETRY

Wednesday, September 25, 1901—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more, including at least one from each of the three divisions. If more than eight are answered only the first eight answers will be considered. Draw carefully and neatly each figure in construction or proof, using letters instead of numerals. Arrange work logically. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

First 1 Prove that from a point without a straight line only **division** one perpendicular can be drawn to the line.

2 Prove that two right triangles are equal if the hypotenuse and a leg of the one are equal respectively to the hypotenuse and a leg of the other.

3 Prove that a radius perpendicular to a chord bisects the chord and its subtended arc.

4 Prove that the areas of two rectangles are to each other as the products of their bases by their altitudes.

5 Prove that two regular polygons of the same number of sides are similar.

Second 6 The base of a triangle is 12 in., its sides are 6 in. **division** and 8 in. respectively; a line parallel to the base of the triangle cuts off a triangle equal to $\frac{1}{4}$ of the first triangle. Find the three sides of the smaller triangle.

7 The inscribed angle formed by a diameter and the side of a regular polygon inscribed in the circle, intercepts an arc of 165° ; how many sides has the polygon?

8 The bases of an isosceles trapezoid are 15 in. and 9 in. respectively; each leg is 5 in. Find the length of a diagonal.

9 The radius of a circle inscribed in an equilateral triangle is r ; find the area of the triangle.

10 The side of a regular polygon inscribed in a circle is 3 in.; the side of the regular inscribed polygon of double the number of sides is $1\frac{1}{2}$ in. Find the radius of the circle.

Third 11 Show how to draw through two sides of a triangle **division** a line parallel to the third side so that the part intercepted by the sides shall have a given length. Give proof.

12 Prove that in an isosceles trapezoid the lines joining the middle points of the sides taken in succession, form a rhombus.

13 If the sides AD and BC of a trapezium ABCD inscribed in a circle are produced till they meet at E, prove that the triangle ABE and CDE are similar.

14 Prove that the angle at the center of a regular polygon is the supplement of an angle of the polygon.

15 In the parallelogram ABCD lines are drawn from B and D to E, any point in the diagonal AC; prove that the triangles AED and AEB are equal in area.

University of the State of New York
High School Department

172D EXAMINATION

PLANE GEOMETRY

Wednesday, January 29, 1902 — 9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more, including at least one from each of the three divisions. If more than eight are answered only the first eight answers will be considered. Draw carefully and neatly each figure in construction or proof, using letters instead of numerals. Arrange work logically. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

First division 1 State *three* conclusions of the following and prove *one* of them: if two parallels are cut by a transversal . . .

2 Prove that in the same circle or in equal circles equal chords are equally distant from the center.

3 Prove that if a line is drawn through two sides of a triangle parallel to the third side, it divides those sides proportionally, when the segments are incommensurable.

4 State the proportion that exists between the areas of two similar polygons and their homologous sides. Give proof.

5 Prove that a circle can be circumscribed about any regular polygon:

Second division 6 The legs of a right triangle are 5 inches and 12 inches respectively; find the altitude on the hypotenuse and the projections of the legs on the hypotenuse.

7 An angle inscribed in a circle and an angle formed by two tangents drawn from an exterior point to the circle, intercept the same arc. The inscribed angle is 48° ; find the angle formed by the tangents.

8 The radius of a circle is 8 inches; find the area of the segment subtended by the side of an inscribed square.

9 One of the acute angles of a rhombus is 60° and the shorter diagonal is 20 feet; find the area of the rhombus.

10 The point P is 6 inches from the center of a circle whose radius is 10 inches; find the longest and the shortest chord and the product of the segments of any chord drawn through P .

Third division 11 Show how to construct a circle tangent to two given parallel lines and passing through a given point unequally distant from the two lines.

12 Prove that the radius of a circle circumscribed about an equilateral triangle is $\frac{2}{3}$ the altitude of the triangle.

13 Prove that if from a point in the base of an isosceles triangle parallels to the legs are drawn, the perimeter of the parallelogram formed equals the sum of the legs of the triangle.

14 Prove that if two tangents drawn from an exterior point to a circle form an angle of 120° , the distance from the point to the center of the circle is equal to the sum of the tangents.

15 Prove that two isosceles triangles having an angle of *one* equal to the homologous angle of the other are similar.

High School Department

173D EXAMINATION

PLANE GEOMETRY

Monday, March 24, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more, including at least one from each of the three divisions. If more than eight are answered only the first eight answers will be considered. Draw carefully and neatly each figure in construction or proof, using letters instead of numerals. Arrange work logically. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

First division 1 Define hypothesis, locus of a point, altitude, diameter, rhomboid.

2 Prove that if the opposite sides of a quadrilateral are equal, the figure is a parallelogram.

3 Prove that two mutually equiangular triangles are similar.

4 Prove that in the same circle or in equal circles equal arcs are subtended by equal chords. State the converse of this theorem.

5 Complete and demonstrate the following: the area of a regular polygon is equal to . . .

Second division 6 The three sides of an obtuse triangle are 4 inches, 13 inches and 15 inches respectively; find the altitude on the shortest side.

7 Two tangents to a circle 12 inches in diameter form an angle of 60° ; find in inches the length of the arc between the points of contact.

8 A circular drive is 15 feet wide and the inclosed grass plot is 80 feet in diameter; find the area of the drive.

9 From P , a point $6\frac{1}{2}$ inches from the center of a circle whose diameter is 5 inches, a secant and a tangent are drawn; find the length of the tangent and the product of the secant and its external segment.

10 A rectangle and an equilateral triangle have equal areas and bases; their bases are each 4 inches. Find the altitude of the rectangle.

Third division 11 Show how to construct a) a circumference equal in length to the difference of two given circumferences, b) a circle equal in area to the sum of two given circles.

12 Prove that the sum of the perpendiculars dropped from the middle points of two sides of a triangle to the third side, is equal to the altitude on the third side.

13 Prove that two trapezoids are equal if their sides taken in order are equal each to each.

14 In a circle, chord CD intersects chord AB at E so that arc AC equals arc BC ; prove that $CE:AC::AC:CD$.

15 Prove that tangents to a circle at the extremities of any two diameters form a rhombus.

High School Department

174TH EXAMINATION

PLANE GEOMETRY

Wednesday, June 18, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more, including at least one from each of the three divisions. If more than eight are answered only the first eight answers will be considered. Draw carefully and neatly each figure in construction or proof, using letters instead of numerals. Arrange work logically. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

First division 1 Prove that of two oblique lines drawn from the same point in a perpendicular to a given line, cutting off unequal distances from the foot of the perpendicular, the line that cuts off the greater distance is the longer.

2 Prove that two triangles are equal if the three sides of the one are equal respectively to the three sides of the other.

3 Prove that lines which meet in a point intercept proportional segments on two parallel lines.

4 Complete and demonstrate the following: an angle formed by two chords intersecting within the circumference is measured by . . .

5 Complete and demonstrate the following: the square on the hypotenuse of a right triangle is equivalent to . . .

Second division 6 The sides of a triangle inscribed in a circle intercept arcs which have the ratio of 3:7:8; find the number of degrees in each angle of the triangle.

7 How many sides has the polygon the sum of whose interior angles is twice the sum of its exterior angles made by producing each of the sides in succession?

8 The base of a triangle is 20 inches and the altitude is 8 inches; find the area of the trapezoid cut off by a line parallel to the base and 6 inches from the vertex.

9 The areas of two circles are as 9:4; the radius of the larger circle is 6 inches. Find the circumference of the smaller circle.

10 The distance from the center of a chord 12 feet long, to the center of its arc is $2\frac{1}{4}$ feet; find the radius of the circle.

Third division 11 On a given base, show how to construct a rectangle equivalent to a given rhombus. Give proof.

12 Show how to construct a circumference having a given radius and passing through two given points. Give proof.

13 Prove that the sum of the perpendiculars drawn from any point in the base of an isosceles triangle to the legs is equal to the altitude on one of the legs.

14 Prove that if from any point in the circumference of a circle a chord and a tangent are drawn, the perpendiculars to them from the middle point of the subtended arc are equal.

15 Prove that if the inscribed and circumscribed circles of a triangle are concentric, the triangle is equilateral.

High School Department

172D EXAMINATION

TRIGONOMETRY

Thursday, January 30, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. Include at least three from the third division if credit is desired for both plane and spheric trigonometry. If more than eight are answered only the first eight answers will be considered. Division of groups is not allowed. A , B and C represent the angles of a triangle, a , b and c the opposite sides. In a right triangle C represents the right angle. Each complete answer will receive $12\frac{1}{2}$ credits. Papers entitled to 75 or more credits will be accepted.

Give special attention to arrangement of work.

First division 1 Perform the operations indicated in the following expressions, using logarithms where possible: 2.18^6 , $\sqrt[5]{7776}$, $21 \times 18 \times .05$, $\frac{45 \times 63}{14 + 13}$

2 The two legs of a right triangle are 5 feet and 12 feet respectively; express as common fractions the values of *six* functions of the smaller angle of the triangle.

3 Write the algebraic sign of each of *six* functions of *a*) an angle of 175° , *b*) an angle of 225° .

4 Assuming the values of $\sin(A+B)$ and $\cos(A+B)$; find the value of $\tan 2A$ in terms of $\tan A$.

Second division 5 Prove that in any plane triangle $\frac{c}{a+b} = \frac{a-b}{m-n}$, m and n being the segments of c made by a perpendicular from C .

6 In a right triangle $c=128$ feet, $A=37^\circ 30'$; find B , a and b .

7-8 Given $b=75$, $c=64$, $C=27^\circ 30'$; find *two* possible values for B and for a .

Third division 9 Write the four formulas known as Napier's analogies.
10 Given in a spheric triangle $a=174^\circ 13'$, $b=94^\circ 8'$, $c=90^\circ$; find the three angles.

11 Given $a=52^\circ 45'$, $b=71^\circ 12' 40''$, $A=46^\circ 22'$; find *two* possible values for B .

12 Prove that in any spheric triangle $\cos A = \sin B \sin C \cos a - \cos B \cos C$.

High School Department

174TH EXAMINATION

TRIGONOMETRY

Thursday, June 19, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. Include at least three from the third division if credit is desired for both plane and spheric trigonometry. If more than eight are answered only the first eight answers will be considered. Division of groups is not allowed. A , B and C represent the angles of a triangle, a , b and c the opposite sides. In a right triangle C represents the right angle. Each complete answer will receive $12\frac{1}{2}$ credits. Papers entitled to 75 or more credits will be accepted.

Give special attention to arrangement of work.

First division 1 Without using the tables, derive the numeric value of each of the following: $\sin 45^\circ$, $\sin 30^\circ$, $\sin 15^\circ$.

2 Assuming the values of $\sin (A+B)$ and $\cos (A+B)$, prove that $\sin 4A = 4 \sin A \cos^3 A - 4 \cos A \sin^3 A$

3 Given $\tan A = \frac{3}{4}$ and $\sin A = -\frac{3}{5}$; write the values of *four* other functions of A . In which quadrant is A ?

4 Given $\log 2 = 0.301030$, $\log \frac{1}{3} = 1.522879$; without using the tables, find to *six* decimal places the logarithms of 3, $\frac{1}{3}$, $\sqrt[3]{12}$, $\frac{2}{3}$, 36^4 .

Second division 5-6 At a point A the angle of elevation of the top of a church spire is $30^\circ 57' 45''$; from a point 50 feet directly above A the angle of elevation is $21^\circ 48'$. Find the vertical height of the top of the spire above the level of A , and the horizontal distance of the spire from A .

7 The sides of a triangle are respectively 128 feet, 142 feet and 165 feet; find the smallest angle and the area of the triangle.

8 Assuming the radius of the earth to be 4000 miles, find the radius of the arctic circle and the distance of the center of this circle from the pole. [Latitude of the arctic circle is $66^\circ 30'$ north.]

Third division 9 Given $a = 50^\circ 12'$, $b = 116^\circ 44'$, $c = 129^\circ 12'$; find A .

10-11 Given $A = 110^\circ$, $B = 133^\circ 30'$, $a = 147^\circ 6'$; find b , c and C .

12 When the altitude of the sun east of the meridian is $32^\circ 15'$ and its declination is $18^\circ 40'$ north, find the apparent local time at Albany, latitude $42^\circ 40'$ north.

High School Department

172D EXAMINATION

ASTRONOMY

Thursday, January 30, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: apogee, gravitation, satellite, nutation, penumbra, node, conjunction.

2 Mention the three systems of circles, points and measurements used in locating a point on the celestial sphere. Describe *one* of these systems.

3 Describe *a*) the physical constitution of the sun, *b*) a scientific method of determining the physical constitution of the sun.

4 Mention *two* proofs that the earth *a*) rotates on its axis, *b*) revolves around the sun.

5 Define precession of the equinoxes. Explain by diagram or otherwise the causes of the precession of the equinoxes.

6 Distinguish between the sidereal day and the solar day. Explain what is meant by the equation of time.

7 Explain by aid of a diagram the phenomenon of the harvest-moon.

8 Mention the conditions necessary for a total eclipse of the moon. Show by a diagram the relative position of the sun, moon and earth, and the paths of the rays of light in a total eclipse of the moon.

9 Describe the planet Saturn as to *a*) physical condition, *b*) distance from the sun, *c*) rings, *d*) satellites.

10 Explain by aid of a diagram the apparent retrograde movements of a superior planet.

11 Distinguish between meteors and shooting-stars. State a theory to account for the origin of meteors.

12 Describe a method by which an observer may find his latitude at sea.

13 Mention *three* equatorial constellations that rise in your longitude today between 6 p. m. and midnight. Describe *one* of these constellations.

14 Mention and explain *three* corrections that must be made to find from its apparent place the true place of a star not in the zenith.

15 Write an account of celestial photography, touching on *a*) advantages, *b*) difficulties to be overcome, *c*) results obtained.

High School Department

174TH EXAMINATION

ASTRONOMY

Thursday, June 19, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Mention important contributions to the science of astronomy by *each* of the following: Thales, Galileo, Sir William Herschel.

2 State Kepler's three laws of planetary motion.

3 State a theory to account for the maintenance of the sun's heat.

4 State which of the major planets has (a) the greatest size, (b) the least density, (c) the greatest eccentricity of orbit, (d) the most rapid rotation.

5 Mention *five* characteristics common to all planets.

6 Define nutation. State the cause of nutation.

7 State the cause of tides and explain the frequency of their occurrence.

8 Describe the planet Venus as to (a) size, (b) seasons, (c) telescopic features.

9 Explain why we do not see the same equatorial constellations at night throughout the year. Illustrate by diagram.

10 Mention *three* remarkable comets that have appeared during the past century and describe *one* of the comets mentioned.

11 Describe the physical constitution and the appearance of meteors. Give a theory to account for meteoric showers.

12 Mention *three* conditions that affect the apparent magnitude of a star. Mention *three* stars of the first magnitude and state the constellation in which each is found.

13 Describe the spectrum of *each* of the following: the sun, nebula. Explain in each case.

14 Describe a method by which an observer may find his longitude at sea.

15 Describe the construction and explain the use of the instrument known as the meridian-circle.

High School Department

17TH EXAMINATION

PHYSICS

Wednesday, September 25, 1901—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for part 1 and at least five from part 2 in order to receive credit for part 2. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Give all computations in full. Do not reduce metric to other measures. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

Part 1 1 Mention and define *a*) two essential properties of matter, *b*) three specific properties of matter.

2 Two bodies weighing 360 and 225 pounds respectively have equal momenta. The velocity of the first body is 50 feet a second; find the velocity of the second body.

3 Describe each of the three classes of levers. Mention *one* example of each class.

4 Two parallel forces of 12 pounds and 16 pounds act in the same direction on a movable bar at points A and B respectively, 14 inches apart; find the magnitude and show by diagram the direction of the third force needed to maintain equilibrium.

5 A body is projected vertically upward with a velocity of 128.64 feet a second; find *a*) the height to which the body rises, *b*) the velocity of the body at the end of two seconds.

6 Describe an experiment showing that air exerts a pressure equally in all directions.

7 A mass of copper weighs 2.86 kilograms in air, 2.53 kilograms in water and 2.56 kilograms in oil; find the specific gravity of *a*) the copper, *b*) the oil.

8 Account for the difference in temperature between the summit and the base of a high mountain.

9 Discuss the relative merits of hot water and steam for heating a public building.

10 A substance whose temperature is 90° C., when placed in an equal weight of water at 0° C., raises the temperature of the water to 6° C.; find the specific heat of the substance.

Part 2 11 Distinguish between the inclination or dip of the magnetic needle and the declination or variation of the magnetic needle. Account for each phenomenon.

12 Mention and illustrate *three* different methods of generating electricity.

13 Describe an experiment showing that a charge of electricity lies wholly on the outer surface of an electrified body.

14 Describe the construction and explain the operation of an electromagnet. Mention *one* important application of the electromagnet.

15 Describe the construction and explain the operation of some form of a secondary or storage battery.

16 Define and explain *each* of the following as applied to sound: pitch, intensity, timbre or quality.

17 The air column of an open organ-pipe vibrates 256 times a second; find the number of vibrations of the air column of a closed pipe of equal diameter and twice the length of the first pipe.

18 Describe the essential features and explain the operation of the phonograph.

19 Describe an experiment showing that light is propagated in straight lines.

20 What is spheric aberration? State how it may be prevented.

High School Department

172D EXAMINATION

PHYSICS

Wednesday, January 29, 1902 — 9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for part 1 and at least five from part 2 in order to receive credit for part 2. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Give all computations in full. Do not reduce metric to other measures. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered, four from each part as above.

Part 1 1 Define five of the following: convection, potential energy, capillary attraction, coefficient of friction, dialysis, cohesion, indestructibility, specific heat.

2 Describe an experiment illustrating surface tension of liquids.

3 A ball is projected horizontally with a velocity of 35 feet a second from a point $144\frac{3}{4}$ feet above a level plain; find the horizontal distance that the ball will travel before striking the ground. [Make no allowances.]

4 Make a diagram of an arrangement of fixed and movable pulleys by means of which a weight of 5 pounds will balance one of 40 pounds. [Make no allowances.]

5 State Pascal's law. Mention and describe one practical application of the principles of Pascal's law.

6 Describe an experiment showing that the air has a) weight, b) elasticity.

7 Describe the construction and explain the operation of one of the following: Atwood's machine, condensing (bicycle) pump, Nicholson's hydrometer.

8 A mass of lead weighs 5.23 kilograms in air and 4.77 kilograms in water; find the volume and the density (specific gravity) of the lead.

9 State what is meant by the dew-point of a vapor. Explain the formation of dew on grass.

10 Describe a process of manufacturing ice on a commercial scale. Explain the principles involved.

Part 2 11 Describe a laboratory experiment showing the lines of force in a bar magnet. Show by diagram the magnet and the lines of force.

12 Describe a laboratory experiment illustrating electrostatic induction. Give a theory to account for electrostatic induction.

13 State what is meant by the resistance of an electric conductor. Give *two* laws governing the resistance of electric conductors.

14 Distinguish between *a*) primary electric currents and secondary electric currents, *b*) primary batteries and secondary batteries.

15 Describe and explain the operation of *one* of the following: electric bell, electric motor.

16 Describe a laboratory experiment showing that sound is not propagated in a vacuum.

17 A person firing a gun hears an echo of the report 3 seconds later; if the temperature is 15° C., what is the distance of the reflecting surface?

18 Give a theory to account for the production and transmission of light.

19 State and illustrate *two* laws that govern the refraction of light.

20 Define spectrum. State the conditions under which the following are produced: *a*) continuous spectra, *b*) bright-line spectra.

High School Department

173D EXAMINATION

PHYSICS

Monday, March 24, 1902 — 9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for part 1 and at least five from part 2 in order to receive credit for part 2. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Give all computations in full. Do not reduce metric to other measures. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered, four from each part as above.

Part 1 1 Define a) physics, b) a physical change. Illustrate a physical change.

2 Describe a laboratory experiment showing that action and reaction are equal and in opposite directions.

3 Show by aid of a diagram the directions of two component forces whose resultant will cause a body to move in a circular path.

4 Find the momentum of a falling mass of 500 pounds that has fallen from a height of 257.28 feet.

5 The length of an inclined plane is 13 feet and its height is 5 feet; find what weight will be sustained on the plane by a power of 390 pounds acting parallel to a) the base, b) the plane.

6 A rectangular vessel 25 centimeters square and 15 centimeters deep is full of sulfuric acid; find the total pressure on the inside of the vessel. [Sp. gr. of sulfuric acid = 1.84.]

7 State the principle of Archimedes and describe a laboratory experiment illustrating it.

8 Describe the construction and explain the operation of a mercurial barometer. Explain the use of the barometer in foretelling the weather.

9 Define the boiling point of a liquid. Mention and explain two conditions that tend to change the boiling point of a liquid.

10 Explain the fact that large bodies of water tend to modify the climate of places in their vicinity.

- Part 2** 11 Define *five* of the following: ohm, real image, volt, irradiation, ampere, harmonics, watt.
- 12 Give a theory to account for terrestrial magnetism.
- 13 Mention *three* different kinds of voltaic cells. Describe *one* of the cells mentioned, stating all the substances used.
- 14 Define induced currents. Describe a laboratory experiment illustrating the production of induced currents.
- 15 Describe the construction and explain the operation of an arc electric light.
- 16 Define sound. Describe the transmission of sound through
a) the air, b) solids.
- 17 Describe a laboratory experiment illustrating the formation of Chladni's figures.
- 18 Describe a process of finding the candle power of a given light.
- 19 Explain by use of a diagram the position and the relative size of the image of an object placed 2 feet from a plane mirror. State the number of images of an object that will be formed by placing two plane mirrors at an angle of 90° .
- 20 Explain by aid of a diagram the formation of a) the primary rainbow, b) the secondary rainbow.

High School Department

174TH EXAMINATION

PHYSICS

Wednesday, June 18, 1902 — 9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for part 1 and at least five from part 2 in order to receive credit for part 2. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Give all computations in full. Do not reduce metric to other measures. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered, four from each part as above.

Part 1 1 Define *five* of the following: mechanics, vaporization, dyne, adhesion, latent heat, center of oscillation, impenetrability, molecular force.

2 State what is meant by conservation of energy and describe an experiment illustrating it.

3 State *two* laws of capillarity. Describe an experiment illustrating capillarity.

4 Mention the three kinds of equilibrium and state the conditions necessary to produce each.

5 Find the time of vibration of a pendulum $97\frac{3}{4}$ inches long. [Length of second's pendulum = 39.1 inches.]

6 A rigid bar 17 feet long is supported at its extremities A and B; suspended from the bar 5 feet from A is a weight of 144 pounds, and 7 feet from B a weight of 90 pounds. Find the weight resting on each point of support.

7 Explain by aid of a diagram the operation of an artesian well.

8 Compare the scale of a centigrade thermometer with that of a Fahrenheit thermometer. Convert— 15° C. into the corresponding reading F.

9 Describe an experiment illustrating specific heat.

10 Describe the construction and explain the operation of the steam-chest, cylinder and piston of a high-pressure steam-engine.

Part 2 11 Define magnet. Give a theory to account for magnetic polarization.

12 Describe the effect of a voltaic current on a magnetic needle under two different conditions. Illustrate each by diagram.

13 Describe the construction and explain the operation of one of the following: Leyden jar, plate electric machine.

14 Account for the polarization of a voltaic cell and describe a method of preventing it.

15 Describe an experiment illustrating static electrification by induction.

16 Find the length of sound-waves propagated through air at a temperature of 20° C. by a tuning fork that vibrates 256 times a second.

17 Describe an experiment illustrating sympathetic vibrations.

18 Describe the construction and explain the operation of a phonograph.

19 State the velocity of light. Describe a method by which the velocity of light has been measured.

20 Describe some form of polariscope and state one of its practical uses.

High School Department

172D EXAMINATION

CHEMISTRY

Wednesday, January 29, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for part 1 and at least five from part 2 in order to receive credit for part 2. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered, four from each part as above.

- Part 1**
- 1 Define five of the following: valence, amalgam, atomic weight, precipitate, radical, isomerism, reaction.
 - 2 Describe an experiment showing that chemical action is favored by light.
 - 3 Mention the two gases of which air is chiefly composed and give their proportions by volume. Compare these gases as to physical and chemical properties.
 - 4 Describe the preparation and give the formula of one bleaching agent. Explain the bleaching property of this agent.
 - 5 Describe a process of manufacturing sulfuric acid on a commercial scale. State two important uses of sulfuric acid.
 - 6 State the chemical changes that occur when mortar hardens. Write the principal reactions.
 - 7 Describe a method of preparing hydrogen sulfid, writing reactions. State the physical and the chemical properties of hydrogen sulfid.
 - 8 Describe a process of separating aluminum from one of its ores. State the physical and the chemical properties of aluminum.
 - 9 Find the weight of zinc and of hydrochloric acid required to evolve by their reaction 10 grams of hydrogen. [Atomic weight of Zn=65, of Cl=35.5.]
 - 10 Write the formula of each of the following: nitric acid, calcium sulfate, ammonium hydrate, potassium chlorate, sodium carbonate.

- Part 2** 11 Describe an experiment illustrating the use of carbon as a reducing agent.
- 12 Describe the preparation of carbon dioxide by the action of an acid on a carbonate and write the reaction. Give the physical and the chemical properties of carbon dioxide.
- 13 Compare, as to light and heat, the flame of a candle with that of burning hydrogen. Explain.
- 14 Describe the construction of the Davy (miner's) safety-lamp. Explain the principles involved.
- 15 Describe a laboratory experiment illustrating destructive distillation.
- 16 Compare ordinary phosphorus with its principal allotropic form as to physical and chemical properties. Mention *three* important compounds of phosphorus.
- 17 Describe a laboratory experiment illustrating the manufacture of hard soap. State the chemical changes.
- 18 Compare the product of the complete combustion of carbon bisulfide with the product of its combustion when a cool dish is held in its flame. Explain.
- 19 Give *two* important properties of arsenious oxide. Mention with uses *two* other compounds of arsenic.
- 20 Define and illustrate alcoholic fermentation. Mention conditions *a*) favorable to fermentation, *b*) unfavorable to fermentation.

High School Department

174TH EXAMINATION

CHEMISTRY

Wednesday, June 18, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more; of these 10 questions at least five must be from part 1 in order to receive credit for part 1 and at least five from part 2 in order to receive credit for part 2. Answer 10 questions in all cases, whether credit is desired for either one of the two parts or for both parts. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered, four from each part as above.

Part 1 1 Define *five* of the following: alkali, anhydrid, dibasic acid, positive element, saturated solution, triad, filtrate.

2 Describe an experiment showing that chemical action is favored by (a) heat, (b) solution.

3 Describe a method of preparing ozone. Compare the physical and chemical properties of ozone with those of oxygen.

4 Describe a method of purifying water other than by filtration.

5 Describe the usual method of preparing nitrous oxid. Mention the physical and the chemical properties of nitrous oxid.

6 Describe the preparation of sulfur dioxid by the action of a metal on sulfuric acid. Write the reaction.

7 State the physical and the chemical properties of sodium. Mention *three* important compounds of sodium.

8 Describe an experiment showing the affinity of chlorin for hydrogen.

9 Describe the construction and explain the operation of the oxyhydrogen blowpipe.

10 Describe the manufacture of steel by *one* of the following processes: Bessemer, cementation.

Part 2 11 Describe an experiment illustrating the power of charcoal to absorb gases.

12 Compare the affinity of charcoal for oxygen at ordinary temperatures and at high temperatures. Illustrate.

13 Compare, as to light and heat, the flame of coal-gas with that of water-gas. Explain.

14 Describe an experiment showing that expired air contains carbon dioxid. Write the reaction.

15 Explain the formation of carbon monoxid in coal fires. Compare the physical and the chemical properties of carbon monoxid with those of carbon dioxid.

16 Describe an experiment illustrating the affinity of phosphorus for oxygen. Mention and explain *one* important use of phosphorus.

17 Define nascent state. Describe an experiment illustrating the difference between the chemical energy of a gas in its nascent state and the chemical energy of the same gas in its ordinary state.

18 Compare the products of the complete combustion of hydrogen sulfid with the results of its combustion when a cool dish is held in the flame. Explain.

19 Describe the action of yeast in bread-making.

20 Write the formula of *each* of the following: phosphoric acid, arsenious oxid, alcohol (ethyl hydrate), marsh-gas (methane), grape-sugar.

High School Department

172D EXAMINATION

GEOLOGY

Friday, January 31, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Mention *five* groups of minerals and give an example of each group mentioned.

2 What is the special geologic significance of unconformable strata? Describe unconformable strata. Use a drawing to illustrate.

3 Describe the origin and growth of coal measures.

4 Account for the formation of *a*) beds of kaolin, *b*) beds of limestone.

5 Describe *two* kinds of fluviomarine formations.

6 Mention *five* effects of metamorphism.

7 Give *four* causes that may account for the spaces filled by veins.

8 Describe the action of *two* natural causes that effect changes of level on the earth's surface.

9 Describe dunes as to *a*) conditions most favorable to formation, *b*) kind of stratification.

10 Describe geologic features that you have observed during a class excursion.

11 Mention the principal geologic changes that occurred in North America at the close of the Lower Silurian era.

12 In what era did *each* of the following first appear: acrogens, gymnosperms, fishes, birds, mammals?

13 Give the principal characteristics of the Champlain period.

14 Mention the epochs of the Stone age and give the principal characteristic of each.

15 Mention *two* counties in New York state where graphite occurs; *two* where oil wells exist; *two* where gypsum quarries are found; *two* where garnets are found; *two* where iron ore is mined.

High School Department

174TH EXAMINATION

GEOLOGY

Friday, June 20, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

- 1 Describe the origin, development and structure of (a) volcanic rocks, (b) plutonic rocks.
- 2 Describe *four* kinds of non-calcareous fragmental rock.
- 3 Mention the characteristics of *each* of the following: feldspar, sandstone, gneiss, graphite, magnetite.
- 4 Make a drawing showing the structure of *each* of the following: fault, anticline, ripple-marks, rill-marks, flow-and-plunge structure.
- 5 Describe the origin and development of a coral reef.
- 6 Compare the characteristics of Mount Vesuvius with those of the Hawaiian volcanoes. Account for the differences.
- 7 Describe the geologic effect of tidal currents.
- 8 State the geologic significance of fiords.
- 9 Give an account of observations made during a class excursion, illustrating (a) dynamic geology, (b) historical geology.
- 10 Explain the use of fossils in determining the age and location of strata.
- 11 Explain (a) why talus is not found at the base of cliffs in tropical countries, (b) why a geyser has a crater.
- 12 In what era did *each* of the following first appear: angiosperms, insects, brachiopods, amphibians, man?
- 13 Describe the drift as to (a) origin, (b) area.
- 14 Describe (a) the rocks of the Corniferous period, (b) the rocks of the Onondaga period.
- 15 Describe the progress of plant life through the successive geologic periods by mentioning the kinds of fossil plants found in the various formations.

High School Department

171ST EXAMINATION

PHYSICAL GEOGRAPHY

Thursday, September 26, 1901 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: glacier, parhelia, plain, acclimation, erosion, waterspout, lagoon.

2 Mention *three* prominent features in which the relief of North America resembles that of South America; *two* prominent features in which the relief of North America differs from that of South America.

3 Where does a degree of latitude have the greatest length? Why? Give in miles the approximate length of a degree of latitude.

4 Describe *four* principal forms of clouds.

5 Construct a diagram illustrative of the normal circulation of the winds.

6 Give *three* reasons why the heat from the sun's rays gradually diminishes from the equator to the poles.

7 What is meant by point of saturation of the atmosphere? Distinguish between actual humidity and relative humidity.

8 Describe the bed of the Indian ocean.

9 Why are irregularities of coast line desirable? Give *two* reasons.

10 Compare continental islands with oceanic islands as to a) size, b) characteristics. Mention *two* American continental island chains.

11 How does the height of the snow-line of coast regions compare with the height of the snow-line of interior regions in the same latitude? Explain.

12 Mention *five* large cities of the world through which isotherm 50° north passes. Account for its deviation from parallels of latitude.

13 Mention the characteristics of *each* of the three zones of animal life.

14 Mention *two* widely separated places in the same latitude where nearly opposite conditions of climate prevail at the same time. Explain.

15 Explain how the topography of New England has affected the development of manufacturing interests.

High School Department

172D EXAMINATION

PHYSICAL GEOGRAPHY

Thursday, January 30, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 At what times during the year are day and night of equal length over all the earth? Explain.

2 Describe the barometer. On what principle does the usefulness of the barometer depend?

3 Mention *four* principal causes on which climate depends. Explain *one* of them.

4 Describe the cumulus cloud as to *a*) cause, *b*) form, *c*) height, *d*) time of occurrence.

5 How is the formation of dew affected by *a*) clouds, *b*) wind? Explain.

6 Describe the trade-winds as to *a*) cause, *b*) location, *c*) direction, *d*) beneficial results.

7 Give the principal cause of ocean currents. Mention the currents of the Atlantic.

8 Describe the origin and development of a longitudinal mountain valley. Give examples.

9 Describe in detail the physiographic features that you have observed during a class excursion.

10 Trace the course of isotherm 30° north across the earth and account for its deviation from parallels of latitude.

11 Describe the origin and development of an alluvial plain. Give examples.

12 Suggest an experiment to illustrate refraction of light. Explain.

13 Give the cause of the absence of rain in the Arabian desert.

14 Describe *two* kinds of volcanic eruptions and mention a volcano illustrative of each kind.

15 Show the effect of the Mohawk gap (pass) at Little Falls on the great development of New York city.

High School Department

173D EXAMINATION

PHYSICAL GEOGRAPHY

Tuesday, March 25, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

- 1 Mention *five* proofs that the form of the earth is spheric.
- 2 Mention *four* gases that enter into the composition of air and state the principal function of each of *two* gases mentioned.
- 3 Through what large cities does isotherm 50° north pass? Account for its deviation from parallels of latitude.
- 4 Describe a physiographic feature that you have observed in your vicinity and show its relation to some industry.
- 5 Give the origin and development of a cyclone in the temperate zone.
- 6 Describe the prevailing westerlies as to *a*) cause, *b*) direction.
- 7 Describe the origin and development of a transverse mountain valley.
- 8 How is the bed of the Atlantic well adapted for the laying of oceanic cables?
- 9 What is meant by the crust of the earth? Mention *five* principal elements of the earth's crust.
- 10 Give the origin and development of a delta. Mention *four* noted deltas.
- 11 Describe the rainfall in the zone of calms.
- 12 Describe the origin and development of a typical volcano.
- 13 Compare the climate of San Francisco with that of Washington D. C. Account for the difference.
- 14 Assume that an area of low barometer is moving across the United States; state the probable weather conditions that will prevail along its course.
- 15 Explain how the topography of New York state has aided its industrial development.

High School Department

174TH EXAMINATION

PHYSICAL GEOGRAPHY

Thursday, June 19, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Give approximately (a) the diameter of the earth, (b) the circumference of the earth, (c) the area of the earth. How does the earth compare in size with the other planets?

2 State *two* principal hypotheses in regard to the present condition of the interior of the earth.

3 Mention *two* uses of dust in the atmosphere.

4 Give the cause of mountain breezes that occur (a) during the day, (b) during the night.

5 Mention the characteristics of (a) the upper course of rivers, (b) the middle course of rivers.

6 Describe the origin, development and effect of a water-spout.

7 Give the origin and development of (a) a coastal plain, (b) an inland plain. Mention an example of each kind.

8 Give the life history of Great Salt lake.

9 Account for the formation of (a) an esker (kame), (b) a natural bridge similar to the one in Virginia.

10 Mention *five* principal causes of the depressions occupied by lakes.

11 Give the cause, origin and development of a Chinese typhoon.

12 Describe the Peruvian current. State the effect of this current on adjacent land.

13 Give the chief physiographic reasons that account in part for the location and growth of *each* of the following cities: Duluth, Toledo, Kansas City, Los Angeles, Carlsbad.

14-15 Construct a weather map showing the progress of a storm across the United States on two successive days. Indicate the lines of equal barometric pressure, the directions of the wind and the track of the storm center.

High School Department

171ST EXAMINATION

BOTANY

Tuesday, September 24, 1901 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: spadix, rhizome, macrospore, pollination, thallus, histology, veneration.

2 Describe the structure of the Indian corn seed. Use drawings to illustrate.

3 Describe the germination and early growth of the pine. Use drawings to illustrate.

4 Make a drawing of a vertical section of the flower of the toad-flax, showing the arrangement of the floral parts.

5 Describe the living parts of an exogenous tree.

6 What is meant by alternation of generations? Illustrate from the life history of a moss.

7 Mention *four* classes of dehiscent fruits and give an example of each class.

8 In kind of inflorescence and arrangement of floral parts how does the pea differ from the horse-chestnut?

9 Explain how the growth of the terminal bud influences *a*) the form of the tree, *b*) the manner in which the tree branches.

10 Compare the flower of the buttercup with the flower of the apple, indicating the relative position of the floral parts. Use drawings to illustrate.

11 Describe the characteristics of plants in desert regions that protect them from too rapid transpiration.

12 Suggest an experiment to discover the presence of proteid matter in seeds.

13 Describe by aid of drawings *two* plant tissues that you have examined with a compound microscope.

14 Give the fundamental characteristics that assign the strawberry, the rose and the cherry to the same family.

15 Suggest an experiment to show in what part of the root of a seedling the increase in length takes place.

High School Department

172D EXAMINATION

BOTANY

Tuesday, January 28, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered.

1 Describe the germination and early growth of the bean, using drawings to illustrate at least *two* stages of its early growth.

2 Describe the form and state the function of *a*) primary roots, *b*) secondary roots, *c*) adventitious roots, *d*) aerial roots.

3 How are the winter buds of the horse-chestnut and of other plants protected from cold and wet weather?

4 Describe *a*) the inflorescence of Indian corn, *b*) the method of pollination of Indian corn.

5 Mention the *two* principal divisions of dicotyledonous plants. Give *a*) the leading characteristic of each division, *b*) a plant belonging to each division.

6 Suggest an experiment to demonstrate osmose. Of what use is osmose to plants? Illustrate.

7 Compare the white daisy with the morning-glory as to *a*) inflorescence, *b*) calyx, *c*) corolla, *d*) seed distribution.

8 Make a diagram of a cross-section of *one* of the following flowers: nasturtium, strawberry, buttercup.

9 State with reference to the nasturtium *a*) use of the spur, *b*) how self-pollination is prevented.

10 Draw and describe the fruit of *each* of the following: dandelion, maple, portulaca, elm, shepherd's purse.

11 Mention *two* kinds of natural defense that plants sometimes have against the attacks of animals. Give an example of each kind.

12 Describe *two* kinds of florets found on the blossom of the wild aster. What position in the scale of plant life does the family to which the aster belongs occupy?

13 Describe a flower that you have studied with reference to its adaptation for pollination by insects.

14 Suggest an experiment to demonstrate turgescence in plants.

15 Make a drawing of some low form of plant life that you have examined with a compound microscope. Under what conditions and where did this low form of plant grow?

High School Department

174TH EXAMINATION

BOTANY

Tuesday, June 17, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered.

1 Describe the structure of the pea seed, indicating the various surface markings. Use drawings to illustrate.

2 Describe the process of germination of a monocotyledonous plant, using drawings to illustrate at least *two* stages of its early growth.

3 Suggest an experiment to demonstrate that oxygen is consumed during the germination of seeds.

4 Classify buds as to (a) position, (b) contents. Make a drawing of a longitudinal section of a typical bud.

5 Make a drawing of an apple twig, indicating the relative position of the leaf buds. What fraction indicates the arrangement?

6 State *three* methods employed by plants in climbing. Mention a plant illustrative of each method.

7 What is meant by transpiration? Mention the special organs of transpiration and state how transpiration benefits the plant.

8 Suggest an experiment to demonstrate in what part of the root of the seedling increase in length takes place.

9 Give arguments to prove that flowers are modified branches.

10 From observations made in the field during a class excursion describe the way by which some perfect flower prevents self-pollination.

11 Draw and describe the fruit of *each* of the following: buttercup, daisy, strawberry, violet, dentaria.

12 Describe (a) the inflorescence of the pine, (b) the method of pollination of the pine.

13 Compare the flower of the trillium or adder's tongue with that of the strawberry, indicating the position of the floral parts of each. Use drawings to illustrate.

14 Mention the principal divisions of phanerogams and give (a) a leading characteristic of each division, (b) a plant belonging to each division.

15 Describe by means of drawings *two* mounts of plant tissue that you have examined with a compound microscope.

High School Department

172D EXAMINATION

ZOOLOGY

Wednesday, January 29, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered.

1 Mention *three* points of resemblance and *two* points of difference between plants and animals.

2 State with reference to the sponge *a*) kind of food, *b*) method of assimilation, *c*) manner of breathing, *d*) *one* way of reproduction.

3 From observations made while dissecting, describe the circulatory system of the earthworm. Make a drawing showing the arrangement of the principal organs of circulation.

4 Give the life history of a moth. In what stage and in what way are moths *a*) useful, *b*) injurious?

5 From observations made while dissecting, draw and describe the brain of a frog.

6 Draw and describe the ventral side of the abdomen of the crayfish.

7 From observations made while dissecting, describe the circulatory system of a fish. Make a diagram of the principal organs of the circulatory system of a fish.

8 Make a drawing of a beetle, indicating the external organs. Mention the order to which beetles belong and give leading characteristics of this order.

9 Describe the development and habits of the mussel. Mention *two* related forms.

10 Compare the following as to method of obtaining food: bee, grasshopper, butterfly, spider, fish.

11 How is *each* of the following specially adapted by structure to its environment: frog, fish?

12 Mention the principal points as determined by complexity of structure that assign the bird to a higher place in the scale of life than the frog; the frog to a higher place than the starfish.

13 Give *two* illustrations of communal life among animals. State the advantages of communal life to animals.

14 Trace the evolution of the digestive system by describing its phases as manifested in the amoeba, sponge, hydra, starfish and earthworm.

15 Draw and describe any animal that you studied while it was alive under the compound microscope.

High School Department

174TH EXAMINATION

ZOOLOGY

Wednesday, June 18, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

A laboratory course previously approved by the inspector, with notebook certified by the principal, may receive 20 credits toward the examination in which case only eight questions are to be answered.

1 With reference to an amoeba that you have studied, state (a) how studied, (b) habitat, (c) structure, (d) properties.

2 Make an enlarged drawing of a hind leg of a grasshopper, indicating each part.

3 From observations made in dissection, describe the various parts of a clam or of a mussel.

4 Give the life history of a frog. Make drawings illustrating at least *four* stages of the frog's development.

5 From observations made in dissection, describe the circulatory system of a frog. Make a drawing of the heart, indicating the parts.

6 Draw and describe the thoracic appendages of the crayfish.

7 From observations made in dissection, describe the digestive tract of a bird.

8 Mention the three kinds of individuals among honey-bees. Make a drawing of each kind.

9 Compare the grasshopper with the butterfly, mentioning *six* points of resemblance in structure and *two* points of difference in structure.

10 What parts in the butterfly are (a) analogous to the lungs of a bird, (b) homologous to the maxillae of a grasshopper?

11 Mention *five* characteristic points of resemblance and *five* points of difference existing between the frog and the turtle.

12 Describe the skeleton of a perch or of some other fish. Make a drawing of the skeleton described, indicating the parts.

13 Mention *five* fundamental points, as determined by increasing complexity of structure, that assign the fish to a higher place in the scale of life than the grasshopper; the cat to a higher place than the bird.

14 Trace the evolution of the respiratory system by describing its phases as manifested in the sponge, the starfish, the earthworm, the clam and the beetle.

15 Give *two* arguments that favor the theory of organic evolution.

High School Department

171ST EXAMINATION

PHYSIOLOGY AND HYGIENE

Wednesday, September 25, 1901—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: germ, anesthetic, ligature, duodenum, clavicle, metabolism.

2 Mention the bones of the cranium. Describe *two* bones of the cranium.

3 Give the function of tendons. How are tendons well adapted by structure to perform their function? Mention the strongest tendon of the body.

4 Mention the coats of the stomach. Describe *two* coats of the stomach.

5 Describe the process of digestion and absorption of a meal of bread and butter.

6 Give the location, structure and function of the pancreas.

7 State the effect of alcoholic drinks on the muscular tissue. Explain.

8 Describe the structure of the nose.

9 Describe the structure and state a function of the white blood-corpuscles.

10 State the effect on the system of *a*) cocain, *b*) chloroform.

11 Describe the structure and state the function of the diaphragm.

12 Mention an antidote for *a*) carbolic acid, *b*) Paris green.

13 Describe the structure of the spinal cord. Make a diagram of a transverse section of the spinal cord.

14 What is meant by sensation? Describe the distribution of the sensory nerves.

15 Suggest an experiment to demonstrate that pepsin and acid are necessary for the digestion of fibrin.

High School Department

172D EXAMINATION

PHYSIOLOGY AND HYGIENE

Wednesday, January 29, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Give the number and the names of the bones of *a*) the shoulder, *b*) the arm, *c*) the wrist, *d*) the hand.

2 Give the structure and the principal function of *a*) voluntary muscles, *b*) mucous membrane.

3 Give the structure and the function of *a*) the cutis, *b*) the cuticle.

4 Describe the arteries as to *a*) structure, *b*) function and action.

5 State the effect on the elasticity of the arteries of *a*) the occasional use of alcoholic drink, *b*) the habitual use of alcoholic drink.

6 Why is milk a perfect food for children? Mention the food substances in milk.

7 Describe the action of the heart in forcing the blood through its chambers.

8 Give the general anatomy of the lungs. Make a diagram of the lungs.

9 Describe the structure and state the functions of the medulla oblongata.

10 Mention some of the hereditary effects of excessive indulgence in stimulants and narcotics.

11 Describe the structure of the small intestine and show how it is well adapted by structure to perform its function.

12 What is meant by short-sightedness? Make a diagram showing the form of a short-sighted eye.

13 Describe the arrangement of the vocal cords. What is meant by change of voice?

14 Describe the healing of a cut. Why should a cut be covered with an antiseptic dressing?

15 Suggest an experiment to show that there is *a*) mineral matter in bone, *b*) animal matter in bone.

High School Department

173D EXAMINATION

PHYSIOLOGY AND HYGIENE

Monday, March 24, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

- 1 Give the number and the names of the bones of *a*) the pelvis, *b*) the leg, *c*) the foot.
- 2 State the effects of *a*) a hot bath, *b*) a cold bath. Discuss the time and manner of bathing.
- 3 Mention *three* methods of cooking meat and discuss the merits of each.
- 4 Describe the permanent set of teeth as to number and names. Show how each kind of teeth is adapted by structure to do the work required.
- 5 Describe the process of digestion, absorption and assimilation of the white of an egg.
- 6 Describe the valves of the heart as to *a*) kinds, *b*) structure, *c*) action.
- 7 State the effect of strong alcoholic drink on *a*) the gastric juice, *b*) the moisture in the tissues of the body.
- 8 Describe the lymph and its flow in the body. State the functions of the lymph nodes (glands).
- 9 State the effects of breathing impure air. Explain.
- 10 Describe the structure and state the functions of the cerebellum.
- 11 Give hygienic objections to the habit of *a*) smoking cigarettes, *b*) chewing tobacco.
- 12 Describe the structure of the middle ear.
- 13 Give directions for the immediate treatment of *a*) a fracture, *b*) sunstroke.
- 14 Suggest experiments to show that expired air is *a*) warm, *b*) moist.
- 15 State the relation of reflex action to *a*) digestion, *b*) heart action.

High School Department

174TH EXAMINATION

PHYSIOLOGY AND HYGIENE

Wednesday, June 18, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: auricle, hygiene, narcotic, enamel, villi, dialysis (osmosis), pepsin.

2 Describe the structure and state the function of involuntary muscles. Where are involuntary muscles chiefly found?

3 Describe the growth of (a) hair, (b) nails. State the function of each.

4 Discuss the relative value of the following as materials for clothing: cotton, wool, silk, fur.

5 Mention the essential elements of food. State the necessity of a mixed diet.

6 Mention *two* of the ferments of the pancreatic juice and state the special function of each.

7 State the effect of alcohol on (a) the moisture in the tissues of the body, (b) the nerves.

8 Give the general anatomy of the stomach.

9 Give the composition of teeth. Make a drawing of a vertical section of a tooth, designating the parts by name.

10 State the effect on the system of (a) nicotine, (b) opium.

11 Trace the course of the blood circulation through the body, beginning at the left ventricle.

12 What is meant by longsightedness? Make a diagram showing the form and action of the eye in longsightedness.

13 Describe oxidation and state its effects on the system.

14 Describe the structure and state the function of the cerebrum.

15 What is meant by a disinfectant? Mention *two* disinfectants and state a method of using each.

High School Department

172D EXAMINATION

GEOGRAPHY

Thursday, January 30, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

- 1 Draw in outline the Atlantic coast of the United States.
- 2 On the map drawn in answer to question 1 show the location of *a*) Cape Cod, *b*) Long Island sound, *c*) Delaware bay, *d*) Cape Hatteras, *e*) Rhode Island, *f*) Georgia, *g*) Delaware, *h*) Connecticut, *i*) South Carolina, *j*) Virginia.
- 3 Mention *one* county of New York well-known for its production of fruit, *one* in which wheat-growing is an important industry, *one* in which lumbering is carried on extensively, *one* in which iron is mined, *one* in which dairying is an important industry.
- 4 Mention *five* of the native wild animals of New York state and describe *one* of them, touching on *a*) its home, *b*) its food, *c*) its habits of life, *d*) its benefits or injuries to man.
- 5 Mention the largest *five* cities in New York state and give *one* important fact concerning each city mentioned.
- 6 Mention in order the states that would be seen on the west bank of the Mississippi in going from St Paul to the Gulf of Mexico.
- 7 Mention *five* countries of South America and give with regard to each *a*) location, *b*) name and location of capital, *c*) form of government.
- 8 Describe *three* of the following: Columbia river, Puget sound, Pike's peak, Sierra Nevada mountains.
- 9 Mention *five* important rivers of British America and describe *one* of them.
- 10 Describe *five* of the following: Danube river, Strait of Gibraltar, Dardanelles, Corsica, Pyrenees mountains, Gulf of Finland, Volga river, Sicily.
- 11 Describe the production of each of *three* of the following: honey, cocoanuts, cork, olive oil, dates.
- 12 Describe *three* of the following: Nile river, African diamond fields, Kongo river, Madagascar, the Transvaal.
- 13 Give the name and location of *a*) *one* important river in Siberia, *b*) *two* important cities in China, *c*) *one* seaport of India, *d*) *one* important island in the Indian ocean.
- 14 Describe a route from New York to Manila and state approximately the time required to make the trip.
- 15 Explain why the days are shorter in winter than in summer. [Use diagram.]

High School Department

173D EXAMINATION

GEOGRAPHY

Tuesday, March 25, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Make a diagram of a hemisphere and on it show *five* important circles. Indicate the name and the location of each circle shown.

2 State the effect of the rotation of the earth on the direction of the trade winds. Illustrate.

3 Compare the climate of Oswego county, New York, with that of Hamilton county in nearly the same latitude. Give *two* reasons for the difference.

4 Mention a noteworthy event connected with each of *five* of the following: Saratoga, Tarrytown, Schenectady, Batavia, Oriskany, Newburg, White Plains.

5 Describe *one* of the following: *a*) a trip from Oswego to Albany, *b*) a trip from Binghamton to Buffalo. Mention the principal cities and towns and the important natural features that would be seen on the trip.

6 Describe the Eskimos, touching on *a*) houses, *b*) dress, *c*) food, *d*) occupations.

7 Describe the climate of Central America as to temperature and rainfall. Give reasons for this condition.

8 Give the location of each of *five* of the following and *one* noteworthy fact concerning each one selected: Annapolis, Key West, Gettysburg, Seattle, Galveston, Pittsburg, Salem.

9 Write brief descriptions of *two* of the following, mentioning place where produced and any interesting facts concerning growth and culture: pineapples, bananas, peanuts, rice.

10 Mention a boundary river between *a*) Maryland and Virginia, *b*) South Carolina and Georgia, *c*) Nebraska and Iowa, *d*) Washington and Oregon, *e*) California and Arizona.

11 Mention *three* countries of South America bordering on the Pacific ocean, *two* bordering on the Atlantic ocean. Give the capital of each.

12 Mention an important seaport of *a*) Ireland, *b*) Spain, *c*) India, *d*) Australia, *e*) South Africa.

13 Give the location of each of *five* of the following and *one* important fact concerning each one selected: Interlaken, Athens, Kongo, Madagascar, Celebes, New South Wales, Honolulu.

14 Mention *three* of the native wild animals of Africa and describe *one* of them, touching on *a*) place of abode, *b*) food, *c*) habits, *d*) use or danger to man.

15 Mention *two* important exports and *one* important import of China. State the kind of government in China.

High School Department

174TH EXAMINATION

GEOGRAPHY

Thursday, June 19, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *each* of the following and give an example of each: promontory, isthmus, river system, strait.

2 State approximately (a) the circumference of the earth, (b) the diameter of the earth, (c) the difference between the polar and the equatorial diameter.

3 Mention a case where climate is affected by (a) an ocean current, (b) a neighboring range of mountains. Explain in each case.

4 Mention an important fact connected with *each* of the following places in New York state: Kingston, Geneva, Utica, Potsdam, Cohoes.

5 Give the name and the location in New York state of *two* lowland regions, *two* highland regions and *one* mountain peak.

6 Give the location in New York state of (a) a granite quarry, (b) a limestone quarry, (c) an iron mine, (d) a sugar factory, (e) a salt factory.

7 Mention *five* rivers on the boundary between the United States and British America and state the direction in which each flows.

8 Give the location of *each* of the following and mention *one* important fact concerning each: Mount Washington, the Golden Gate, Baton Rouge, Santa Fé, Vicksburg.

9 Describe a railway route between Chicago and the Pacific coast. Mention all the states crossed by this route.

10 Mention *two* important lakes and *three* important rivers in British America and give the location of each.

11 Mention *three* countries of South America wholly in the torrid zone, *two* partly in the torrid zone and partly in the south temperate zone, *one* wholly in the south temperate zone.

12 Mention in order the waters that would be traversed in going from London to St Petersburg.

13 What and where is *each* of the following: Luzon, Novgorod, Bosphorus, Sardinia, Loire?

14 What season of the year is it at Melbourne at Christmas? Explain.

15 Mention *two* animals that furnish the principal supply of ivory and state where each is found.

High School Department

172D EXAMINATION

GREEK HISTORY

[With a short survey of ancient oriental nations]

Tuesday, January 28, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but **no more**. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Draw a map of the eastern half of the Mediterranean and its environs and on it show with name the location of *a*) Greece, *b*) Lydia, *c*) Phenicia, *d*) Egypt, *e*) Crete.

2 Describe the river Nile and show why Egypt has rightly been called "The gift of the Nile."

3 Give an account of *one* of the following: *a*) the royal library at Nineveh, *b*) the Assyrians as builders, *c*) the later Babylonian kingdom.

4 Give a summary of the conquests of Cyrus the Great.

5 Show how each of *five* of the following was related to the siege of Troy: Achilles, Aeneas, Agamemnon, Hector, Helen, Menelaus, Priam, Ulysses.

6 Explain the influence of the Greek games in promoting *a*) sculpture, *b*) literature, *c*) commerce, *d*) a feeling of race unity.

7 Define or explain *five* of the following: *a*) amphictyony, *b*) cleruchy, *c*) helot, *d*) Magna Graecia, *e*) ostracism, *f*) olympiad, *g*) tyranny.

8 Give an account of the expulsion of the tyrants from Athens (510 B. C.) and mention *two* important results.

9 Give an account of the first Persian invasion of Attica, covering *a*) causes, *b*) decisive battle, *c*) effects on the Athenians.

10 Describe by map or otherwise the fortifications of Athens as completed by Pericles. Mention *two* advantages secured by these fortifications.

11 Give an account of *two* events that show the unusually cruel character of the Peloponnesian war.

12 Write on *one* of the following: *a*) perils of the Sicilian Greeks after the defeat of the Athenian expedition, *b*) rule of Dionysius I.

13 Sketch the public career of Epaminondas.

14 Give an account of *one* of the following: *a*) the kingdom of the Seleucidae, *b*) Rome's treatment of the cities of the Achaean league and the results of this treatment.

15 Mention *five* noted Greek authors and write a brief note on each.

High School Department

174TH EXAMINATION

GREEK HISTORY

[With a short survey of ancient oriental nations]

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Mention *five* important divisions of the Aryan race and state which divisions of this race attained a high degree of civilization before the Christian era.

2 Write on *one* of the following: (a) the invasion of the Hyksos (Shepherd) kings and its results, (b) classes of society among the ancient Egyptians.

3 Give an account of Phenicia, covering (a) location, (b) principal cities, (c) principal industries.

4 Show what geographic feature or features of Greece favored the growth of (a) small states, (b) commerce and colonization.

5 Describe social life among the early Greeks as revealed by the Homeric poems, touching on (a) position of woman, (b) dignity of manual labor, (c) hospitality.

6 Describe the education of a Spartan boy.

7 Draw a map of Italy and Sicily and on it show, with name, the location of each of *three* important Greek colonies.

8 Write on *one* of the following: (a) *three* celebrated Greek tyrants, (b) the first public code of laws for Athens, (c) teachings of Pythagoras.

9 Arrange in chronologic order the following: (a) the disgrace of Miltiades, (b) the reforms of Cleisthenes, (c) the battle of Salamis, (d) the burning of Sardis by the Ionian Greeks, (e) the first expedition of Mardonius against Greece, (f) the battle of Plataea, (g) the banishment of Hippias, (h) the battle of Thermopylae, (i) the battle of Marathon, (j) the ostracism of Aristides.

10 Give an account of the Delian confederacy, covering (a) purpose, (b) nature, (c) overthrow.

11 Show briefly the connection with the Peloponnesian War of *each* of the following: (a) Pericles, (b) Alcibiades, (c) Demosthenes, (d) Cleon, (e) Brasidas.

12 Relate the circumstances that led to the Theban supremacy.

13 Show how the way for Alexander's conquests was prepared by *each* of the following: (a) the expedition of the 10,000 Greeks under Cyrus, (b) the Second Sacred War.

14 Sketch the life of Alexander the Great, covering at least *five* important points.

15 Write on *one* of the following: (a) slavery in Greece, (b) the Greek theater, (c) the Delphic oracle.

High School Department

171ST EXAMINATION

ROMAN HISTORY

Tuesday, September 24, 1901—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Show approximately the territory in Italy occupied by *each* of the following: *a*) Etruscans, *b*) Gauls, *c*) Greeks, *d*) Latins. Distinguish between Latins and Italians.

2 Give an account of the Roman family, touching on *a*) power of the father, *b*) household gods and worship, *c*) dependents, *d*) relation to the gens.

3 Write on the following: *a*) the Latin league, *b*) the origin of the three tribes of early Rome.

4 State what important rights the plebeians gained *a*) under the kings, *b*) by the first secession to the Sacred mount.

5 Mention *three* important wars waged by Rome in the conquest of Italy. Show by map or otherwise the extent of territory controlled by Rome at the beginning of the first Punic war.

6 Mention *three* important events of Hannibal's invasion of Italy and give an account of *one* of them.

7 Give somewhat in detail an account of *one* of the following and show its results: *a*) the agrarian law of Tiberius Gracchus, *b*) the corn law of Caius Gracchus.

8 Explain in regard to changes in the composition of the Roman army made by Caius Marius *a*) their nature, *b*) their dangerous tendency.

9 Sketch the life of Sulla, showing *a*) the events that brought him into notice, *b*) his public services, *c*) his method of overcoming opposition, *d*) the purpose of his reforms.

10 State the decisive result of *each* of the following battles: *a*) Pharsalus, *b*) Philippi, *c*) Actium. Give an account of *one* of these battles.

11 State by whom and under what circumstances each of *two* of the following was uttered:

a) "Another such victory and I shall be ruined," *b*) "The Teutones have got all the land they need on the other side of the Alps," *c*) "Carthage, I behold thy doom!"

12 Show how the Roman franchise was extended *a*) as a result of the social war, *b*) by Julius Caesar, *c*) by Caracalla.

13 Write biographic notes on *five* of the following: Agricola, Marcus Aurelius, Diocletian, Hadrian, Seneca, Titus, Trajan.

14 Write on *one* of the following: *a*) the origin and spread of Christianity in the Roman empire, *b*) the invasion of the Visigoths in the reign of Valens.

15 Give an account of the battle of Tours and state *a*) the immediate result, *b*) *two* remote results.

High School Department

172D EXAMINATION

ROMAN HISTORY

Monday, January 27, 1902 — 1.15 to 4.15 p.m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Mention *two* races of Italy more civilized than the early Romans and show how Rome received benefit from each.

2 Describe a noted public work and a political reform that originated in the period of the kings.

3 State the cause and an important result of each of the first *two* secessions of the plebeians.

4 Give an account of *one* of the following: *a*) Gallic invasion (390 B. C.), *b*) Hamilcar Barca's hatred of Rome and its results.

5 Explain the nature of a Roman colony. Show the importance of a Roman colony in extending Roman power.

6 Trace the connection between the proscriptions of Sulla and the conspiracy of Catiline.

7 Outline the military career of Pompey.

8 Give an account of the conduct of Antony from the assassination of Julius Caesar to the formation of the second triumvirate.

9 Give an account of the measures taken by Augustus to *a*) hold popular favor, *b*) preserve order in Rome, *c*) purify religion.

10 Compare the government of a Roman province under the republic with its government under the empire.

11 Connect an important conquest with the reign of *each* of the following: *a*) Claudius, *b*) Vespasian, *c*) Trajan. Mention *two* public calamities in the reign of Marcus Aurelius.

12 Show on a map *a*) the course of the river Tiber between the Janiculum and the ancient city of Rome, *b*) the location of *each* of the following hills: Capitoline, Palatine, Quirinal.

13 Write biographic notes on *five* of the following: Aetius, Clovis, Constantine the Great, Charles Martel, Odoacer, Procopius, Theodosius the Great.

14 Give an account of the rise of Mohammedanism, touching on *a*) early life of Mohammed, *b*) principal teachings, *c*) method of propagation.

15 Explain the nature of the assistance given by *a*) the pope to Pepin the Short, *b*) Pepin the Short to the pope.

High School Department

174TH EXAMINATION

ROMAN HISTORY

Monday, June 16, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Draw a map of Italy and on it show, with name, the location of *each* of the following: (a) Po, (b) Tiber, (c) Metaurus, (d) Rubicon.

2 State approximately the duration of kingly rule in Rome. Give a tradition relating to one of the Tarquins.

3 State the conditions that first led to the appointment of decemvirs.

4 Arrange in chronologic order the following: (a) sack of Rome by the Gauls (390 B. C.), (b) war with Pyrrhus, (c) capture of Veii, (d) Samnite wars. State *one* important result of each.

5 Write on *one* of the following: (a) victories and disasters of the Roman navy in the First Punic War, (b) why Hannibal failed to conquer Italy.

6 Mention *five* accessions to Roman territory that resulted directly or indirectly from the Punic wars.

7 Describe briefly the political and economic results of foreign conquests (264-133 B. C.), touching on *three* of the following: (a) growth of slavery, (b) disposition of the public lands, (c) impoverishment of small farmers, (d) increase of wealth, (e) new classification of society.

8 Give an account of *one* of the following: (a) the war with Jugurtha, (b) the proscriptions of Sulla.

9 Compare Julius Caesar with Pompey, touching on (a) military successes, (b) political sympathies, (c) mental ability.

10 Give an account of the assassination of Caesar, covering (a) causes, (b) immediate results.

11 Write on *one* of the following: (a) the formation of the second triumvirate, (b) the death of Cicero, (c) the origin and influence of the pretorian guard.

12 Describe *two* measures employed by the emperor Tiberius to maintain absolute power.

13 State the policy in regard to the boundaries of the empire of *each* of the following: (a) Augustus, (b) Trajan, (c) Hadrian.

14 Show why the emperor Julian was called the Apostate.

15 Write biographic notes on *five* of the following: Abd-er-Rahman, Alaric, Arminius, Attila, Caractacus, Genseric, Odoacer.

High School Department

172D EXAMINATION

MEDIEVAL HISTORY

Friday, January 31, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Give an account of the kingdom of the Ostrogoths in Italy, covering *a*) origin, *b*) nature and extent of Theodoric's rule, *c*) overthrow.

2 Write on *two* of the following: *a*) the military and the commercial advantages of the site of Constantinople, *b*) the church of St Sophia, *c*) Justinian's wars, *d*) the fortifications of Constantinople.

3 Explain the nature of the services rendered by the monasteries in *a*) education, *b*) agriculture, *c*) philanthropic work, *d*) preservation of ancient learning.

4 Mention *five* countries in which the Northmen settled between 800 and 1100 A. D. Give an account of *two* settlements made by the Northmen.

5 Compare by map or otherwise the domains ruled by Henry 2 of England and Philip 2 of France. Explain the measures taken by Philip 2 to weaken England's power.

6 Sketch the lives of *two* of the following: Roger Bacon, Chaucer, Erasmus, Michelangelo, Marco Polo.

7 Explain the effect of *a*) the crusades on commerce, *b*) commerce on the use of money, *c*) the use of money on the relations between baron and serf, *d*) the use of money on the relations between baron and king.

8 Define or explain *six* of the following: astrology, constitutions of Clarendon, curfew, Danelagh, Field of May, janizary, Jacquerie, minnesinger, truce of God, tournament.

9 Write on *two* of the following topics relating to the Plantagenet period: *a*) the services of Simon de Montfort, *b*) the conquests of Edward 1, *c*) the coming of the Flemish weavers and its results.

10 Give an account of the Holy Roman empire as regards *a*) origin, *b*) disposition under the treaty of Verdun, *c*) revival under Otto 1, *d*) influence on Italy and Germany.

11 Give an account of the Ottomans in Europe, touching on *a*) early conquests, *b*) battles of Nicopolis and Angora and the results of each, *c*) capture of Constantinople.

12 State in regard to the wars of the roses *a*) the cause, *b*) the approximate duration, *c*) the effect on the nobility, *d*) the effects on national progress.

High School Department

174TH EXAMINATION

MEDIEVAL HISTORY

Friday, June 20, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Describe the Teutons, covering (a) personal appearance, (b) three prominent traits of character.

2 Give an account of the kingdom of the Franks, touching on (a) origin, (b) weakness of the Merovingians, (c) services of Charles Martel, (d) accession of Pepin.

3 Write on two of the following: (a) introduction of silk culture, (b) the schools of Charlemagne, (c) the treaty of Verdun.

4 Show the importance to Europe of the *Corpus Juris Civilis* (codification of Roman laws). By whose command and under whose direction was this codification made?

5 Show how the power of the church was manifested in (a) the conduct of Alaric during the sack of Rome, (b) the influence of Leo 1 on Attila and Genseric, (c) the humiliation of Henry 4 of Germany at the castle of Canossa.

6 Give a summary of the conquests of Mohammedanism in the first century of its existence.

7 Give an account of the reign of John of England, covering his quarrel with (a) Philip 2 of France, (b) the church, (c) his barons. State an important result of each quarrel.

8 Describe the training of a boy for knighthood.

9 Write biographic notes on five of the following: Albertus Magnus, Dante, Lorenzo de' Medici, Petrarch, Rabelais, Raphael, Wyclif.

10 Show how Louis 11 strengthened France by (a) an increase of territory, (b) his domestic and foreign policy.

11 Write on one of the following: (a) the invasion of Italy by Charles 8 and its results, (b) changes in military organization due to the use of gunpowder.

12 Mention three events of the 15th century that greatly stimulated the intellectual life of Europe. Give an account of one event mentioned.

High School Department

171ST EXAMINATION

ENGLISH HISTORY

Thursday, September 26, 1901—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Draw a map of England and Wales and on it show, with name, the location of *a*) Canterbury, *b*) Dover, *c*) Pevensey, *d*) Runnymede, *e*) York.

2 Write on *one* of the following topics relating to the early history of Britain: *a*) the visit and report of Pytheas, *b*) Caesar's invasions.

3 Show in regard to the Saxon conquest of Britain, *a*) approximate date, *b*) cause, *c*) fate of the native Britons.

4 Explain *three* effective measures adopted by William I to strengthen the royal power.

5 Write somewhat in detail on *one* of the following: *a*) results of the Norman conquest, *b*) reign of Henry I.

6 Describe the dangers from feudalism that appeared in the reign of Stephen.

7 What were the crusades? Mention *a*) an English king who became a crusader, *b*) two benefits derived from the crusades.

8 Describe the feudal system. How was feudalism in England affected by *a*) the battle of Crécy, *b*) the wars of the roses, *c*) the increase of commerce and manufactures?

9 Mention the contending parties in each of *three* of the following battles: *a*) Senlac, *b*) Evesham, *c*) Bannockburn, *d*) Bosworth, *e*) Flodden. Give an important result of each battle selected.

10 Write on *two* of the following: *a*) Perkin Warbeck's insurrection, *b*) fall of Cardinal Wolsey, *c*) suppression of the monasteries.

11 Give an account of *two* of the following matters relating to the reign of Elizabeth: *a*) religious differences among the English people, *b*) peace policy of the queen, *c*) treatment of Mary Queen of Scots.

12 State the circumstances that led the English people to invite William and Mary to the throne.

13 Mention *two* great wars in which England was engaged during the reign of George 3, and state in regard to each *a*) the cause, *b*) important results.

14 Write on *two* of the following: *a*) the Crimean war, *b*) the Berlin treaty (1878), *c*) the growth of Australia, *d*) the Jameson raid and its results.

15 Write biographic notes on *five* of the following: Geoffrey Chaucer, Sir Humphrey Gilbert, John Knox, Stephen Langton, Robert 2 (Duke of Normandy), Wat Tyler, Sir William Wallace.

High School Department

172D EXAMINATION

ENGLISH HISTORY

Thursday, January 30, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Give *two* reasons why the study of English history is specially important to American students.

2 Describe the manner of life of the Britons at the time of Caesar's invasions, touching on *a*) clothing, *b*) dwellings, *c*) industries, *d*) government.

3 Write on *two* of the following topics relating to the Roman occupation of Britain: *a*) destruction of druidism, *b*) treatment of the Britons, *c*) Roman relics.

4 Show by map or otherwise the approximate location of conquests made by *a*) the Jutes, *b*) the Angles, *c*) the Saxons.

5 Mention the principal classes of society among the Saxons before the Norman invasion. Define hundred, shire, tun (town).

6 Illustrate, by mention of *two* incidents or events, *each* of the following traits of William I: *a*) sagacity, *b*) cruelty.

7 Give an account of *two* measures taken by Henry 2 to weaken the power of the barons.

8 Mention *three* civil wars in which England has engaged since the Norman conquest and state the cause and an important result of each.

9 Show how *a*) the title "Defender of the Faith" came to be applied to the rulers of England, *b*) the church of England was separated from the papacy.

10 State the difference of opinion between James I and parliament in regard to *two* of the following: *a*) the 30 years war, *b*) the Spanish courtship, *c*) the levying of taxes.

11 Mention *three* parliamentary powers that became firmly established during the Stuart period.

12 Show how each of *three* of the following was acquired: New Zealand, Cape Colony, Gibraltar, Jamaica, Cyprus.

13 State facts to explain the following: "The Crimean war . . . may seem only to have postponed . . . the fall of a doomed and outworn power."

14 Sketch the life of Arthur Wellesley, Duke of Wellington, touching on *a*) early military career, *b*) part in the Napoleonic wars, *c*) attitude toward catholic emancipation and suffrage reform.

15 Mention the queens who have ruled England as sovereigns in their own right. Which of the queens mentioned is entitled to most credit as a ruler? Give reasons.

High School Department

173D EXAMINATION

ENGLISH HISTORY

Tuesday, March 25, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Draw a map of England and Wales and on it show the location, with name, of *a*) London, *b*) Liverpool, *c*) Southampton, *d*) the Severn, *e*) the Mersey.

2 Write somewhat in detail on *one* of the following: *a*) druidism, *b*) the earliest known accounts of Britain.

3 Connect each of *five* of the following with the Roman occupation of Britain: Agricola, St Alban, Boadicea, Caractacus, Claudius, Constantine, Hadrian, Vortigern.

4 What progress toward Saxon unity resulted from *a*) the council of Whitby, *b*) the rule of Egbert, *c*) the rule of Alfred?

5 Write on *one* of the following: *a*) Saxon manners and customs, *b*) conditions in Saxon England that favored a growth of feudalism, *c*) the Danish invasions.

6 Mention and explain *three* distinct advantages to England that resulted from the Norman conquest.

7 Mention in order the different dynasties (families of sovereigns) that ruled England from the Norman conquest to the accession of Henry 7. Give approximately the length of each dynastic period mentioned.

8 Give an account of the reign of Edward 1 as regards *a*) conquests, *b*) gains for constitutional liberty.

9 Show how Henry 7 strengthened the power of the throne by *a*) an improvement in the art of war, *b*) legal devices.

10 State the general policy of the Tudor sovereigns in regard to foreign wars, showing *a*) reasons for adoption, *b*) results.

11 Mention *three* events that may be regarded as causes of the civil war in the reign of Charles 1. Give an account of *one* of the events mentioned.

12 Write on *one* of the following topics: *a*) colonization as affected by the disorders of the Stuart period, *b*) the beginning of the present form of cabinet government, *c*) the moral condition of England under the Georges.

13 Describe England's colonial policy in the 18th century and state important results.

14 Show how England became involved in the Napoleonic wars and mention *two* important victories won by England in these wars.

15 Mention *two* important political reforms and *two* important wars of Victoria's reign. Give an account of *one* of the reforms mentioned.

High School Department

174TH EXAMINATION

ENGLISH HISTORY

Thursday, June 19, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Describe *two* of the following geographic characteristics of England: (a) harbors, (b) watercourses, (c) insular position, (d) climate. Show how each characteristic described has been an advantage or a disadvantage.

2 Give an account of the Britons of the first century B. C. noting their attainments in (a) use of metals, (b) domestication of animals, (c) agriculture, (d) arts.

3 Give an account of Julius Caesar's invasions of Britain.

4 Write biographic notes on *five* of the following: Ethelred the Unready, Caedmon, Dunstan, Egbert, Guthrum, Hengist, Saint Augustine, Sweyn.

5 Show by map or otherwise the general divisions of England made (a) according to the treaty of Wedmore, (b) by Canute.

6 Mention *three* important events connected with the reign of William 1 and give an account of *one* of them.

7 Write on *one* of the following: (a) the charter of Henry 1, (b) the quarrel of Henry 2 and Thomas à Becket.

8 Give an account of *one* of the following: (a) John's loss of Normandy and its results, (b) the services of Stephen Langton.

9 Give an account of the English House of Commons, showing (a) origin, (b) separation from the House of Lords, (c) increased importance since 1832.

10 Summarize the principal religious changes of the Tudor period.

11 Compare the methods by which Charles 1 and George 3 sought to maintain arbitrary power.

12 Write on *two* of the following: (a) the political union of England and Scotland, (b) the South Sea Bubble, (c) the Young Pretender.

13 Give an account of the industrial changes in England resulting from the use of steam-power.

14 State (a) *three* principles for which the chartists contended, (b) *two* important results of the chartist agitation.

15 Mention, as notably connected with Victoria's reign, (a) *two* statesmen, (b) *two* men of letters, (c) *one* scientist. Write biographic notes on each one mentioned.

University of the State of New York
High School Department

171ST EXAMINATION

ELEMENTARY UNITED STATES HISTORY
AND CIVICS

Wednesday, September 25, 1901—9.15 a.m. to 12.15 p.m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Explain why the invention of the mariner's compass aided the discovery and exploration of the new world.

2 Give an account of the settlement of New York by the Dutch, covering *a*) the purpose of the first settlers, *b*) the location of the first *two* settlements, *c*) the introduction of the patroon system.

3 Give an account of the settlement of *one* of the following: *a*) Rhode Island, *b*) Kentucky.

4 Write on *one* of the following connected with the French and Indian wars: *a*) the attack on Schenectady, *b*) the first capture of Louisburg, *c*) the Albany congress (1754).

5 Mention *a*) *two* colleges in the United States that were founded before the revolution, giving the location of each, *b*) a colony that established elementary schools by law.

6 What was the stamp act (1765)? Explain why the repeal of the stamp act did not pacify the colonists.

7 Write on *one* of the following: *a*) the battle of Long Island and its results, *b*) Arnold's treason.

8 Give an account of the boyhood and youthful training of George Washington.

9 Mention the first *five* presidents of the United States and connect an important event with the administration of each.

10 Show why the admission of Missouri caused dispute. State the terms of the Missouri compromise.

11 Show the importance in the civil war of *two* of the following: *a*) the capture of forts Henry and Donelson, *b*) the battle of Antietam, *c*) the emancipation proclamation, *d*) the capture of Atlanta.

12 Mention the territorial gains made by the United States since the civil war and state how each was acquired.

13 Write biographic notes on *five* of the following: Samuel Adams, Ethan Allen, Alexander Graham Bell, General Braddock, Nathan Hale, Francis S. Key, Dred Scott, Harriet Beecher Stowe.

14 What department of government has charge of the United States census? How often and for what purposes is the United States census taken?

15 State the qualifications for the presidency of the United States as regards *a*) age, *b*) birth, *c*) residence.

High School Department

172D EXAMINATION

ELEMENTARY UNITED STATES HISTORY
AND CIVICS

Wednesday, January 29, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Give an account of the first voyage of Columbus to America, covering *a*) purpose, *b*) discouragements, *c*) results.

2 Give a brief account of the discovery of *two* of the following: *a*) Florida, *b*) the Mississippi, *c*) the St Lawrence.

3 Show how New York came into the possession of the English.

4 Describe the difficulties and perils of the early settlers of *one* of the following: Jamestown, Plymouth.

5 Show *a*) how negro slavery began in the colonies, *b*) why slavery increased more rapidly in the south than in the north.

6 Draw a map of that section of New York most exposed to invasion during the French and Indian wars and on it give the location, with name, of each of *two* important forts.

7 Define or explain *two* of the following: *a*) writs of assistance, *b*) declaratory act, *c*) committees of correspondence, *d*) Boston port bill.

8 Mention, as notably connected with the revolution, *a*) *two* political leaders, *b*) *three* American generals, *c*) *one* English statesman who favored the colonists, *d*) *two* foreigners who gave substantial aid, *e*) *one* naval commander, *f*) *one* financier.

9 What event forced England to grant independence to the colonies? State the boundaries of the United States as fixed by the treaty of 1783.

10 Mention the important wars in which the United States engaged between 1783 and 1860. Give the general cause and *one* important result of each war.

11 State the circumstances that led to the annexation of each of *two* of the following: *a*) Florida, *b*) Texas, *c*) Hawaii.

12 Write on *two* of the following: *a*) the battle of Gettysburg, *b*) Lincoln's assassination, *c*) results of the civil war.

13 Compare the methods of travel and transportation in colonial days with those of the present time.

14 Who has power under the constitution to *a*) command the army and navy, *b*) admit new states, *c*) make treaties, *d*) declare war? Distinguish between congress and the house of representatives.

15 Mention *three* things that the constitution forbids states to do. Give a reason for *one* of these prohibitions.

High School Department

173D EXAMINATION

ELEMENTARY UNITED STATES HISTORY
AND CIVICS

Monday, March 24, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 What was generally believed before the discovery of America in regard to *a*) the shape of the earth, *b*) the size of the earth? Show how *one* of these beliefs was a hindrance to Columbus.

2 Draw a map of New York state and on it show, with name, the location of *two* Dutch settlements.

3 State how *two* of the following aided the settlement of the American colonies: *a*) John Winthrop, *b*) Cecil Calvert (Lord Baltimore), *c*) William Penn, *d*) James Oglethorpe.

4 Write on *one* of the following topics: *a*) the purchase of Manhattan island, *b*) the troubles of Peter Stuyvesant.

5 State *one* frequent cause of trouble between the English colonists and the Indians. Why were the Indians of central New York hostile to the French?

6 Give an account of a public service rendered by Benjamin Franklin *a*) before the revolution, *b*) during the revolution, *c*) after the revolution.

7 Arrange in the order of occurrence the following: *a*) battle of Lexington, *b*) stamp act, *c*) Boston port bill, *d*) Boston tea-party, *e*) battle of Long Island.

8 Distinguish between battle and campaign. Mention *three* campaigns of the revolution and an important result of each.

9 Mention and explain *two* benefits derived from the adoption of the constitution of the United States.

10 Relate the circumstances that led to the purchase of Louisiana.

11 State in regard to the Erie canal *a*) its purpose, *b*) its chief promoter, *c*) its benefits to New York state and the west.

12 Mention an important event of Jackson's administrations. Show the importance of the event mentioned.

13 Write on *two* of the following: *a*) the emancipation proclamation, *b*) the Haymarket riot in Chicago, *c*) the assassination of President McKinley.

14 Show how *each* of the following is chosen and state the term of office of each: *a*) United States senator, *b*) member of the house of representatives.

15 Mention the department, executive, legislative or judicial, which has charge of *each* of the following: *a*) selection of postmasters, *b*) levying taxes, *c*) trials for treason, *d*) pardons for offenses against the United States, *e*) fixing a standard of weights and measures.

High School Department

174TH EXAMINATION

ELEMENTARY UNITED STATES HISTORY
AND CIVICS

Wednesday, June 18, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Write biographic notes on *five* of the following: Champlain, Coronado, Cortez, Sir Francis Drake, La Salle, Magellan, Verrazano.

2 Mention *three* European nations that made settlements in North America and give the location of the first permanent settlement made by each.

3 Describe the settlement of *one* of the following: (a) Pennsylvania, (b) Rhode Island, (c) Georgia.

4 Give an account of *two* instances in which early settlers were greatly aided by the Indians.

5 Describe by drawing or otherwise *two* of the following: (a) blockhouse, (b) spinning-wheel, (c) colonial fireplace, (d) snow-shoe.

6 Mention *three* events that may be regarded as causes of the Revolution. Give an account of *one* event mentioned.

7 Write on *two* of the following topics relating to the Revolution: (a) the capture of Ticonderoga, (b) the death of Nathan Hale, (c) the burning of Kingston.

8 Show how the surrender of Burgoyne was connected with (a) the battle of Bennington, (b) the battle of Oriskany.

9 What departments of government established by the Constitution were not provided for in the Articles of Confederation? Why were these departments found necessary?

10 Mention an important event in the administration of *each* of the following: (a) Jefferson, (b) Monroe, (c) John Quincy Adams. Show the importance of *one* event mentioned.

11 Mention the American who is entitled to most credit for *each* of the following: (a) steamboat, (b) sewing-machine, (c) telegraph, (d) Atlantic cable, (e) telephone.

12 Give an account of Sherman's march to the sea, covering (a) purpose, (b) route chosen, (c) *three* important results.

13 Relate important circumstances that led to the recent war with Spain.

14 Sketch the life of *one* of the following: De Witt Clinton, Ulysses S. Grant, William McKinley.

15 What is a veto? How may a bill that has been vetoed become a law?

ADVANCED UNITED STATES HISTORY

Thursday, September 26, 1901—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Compare the climate of England with that of New England in a) summer, b) winter. Show why the settlement of the New England coast was retarded through ignorance of climatic conditions.

2 Give an account of the early history of New York, covering a) relative merits of the English and Dutch claims, b) extent of territory claimed by the Dutch, c) characteristics of the Dutch rule, d) Indian troubles, e) transfer to the English.

3 Cite facts to justify the following *five italicized* phrases by which Parkman has characterized the condition of the English colonies in the middle of the 18th century:

"Divided in government; divided in origin, feelings, and principles; jealous of each other, jealous of the Crown; the people at war with the executive, and, by the fermentation of internal politics blinded to an outward danger that seemed remote and vague,—such were the conditions under which the British colonies drifted into a war that was to decide the fate of the continent."

4 Give an account of *four* methods adopted by the colonists to resist the stamp act and classify each as legal or illegal. Were the legal or the illegal methods the more effective? Give reasons.

5 Show how the surrender of Burgoyne affected a) the attitude of England, b) the attitude of France, c) the loyalty of New York, d) the American army. Compare as regards military purpose Burgoyne's campaign with Sherman's march to the sea.

6 Describe the government of the state of New York under the constitution of 1777 as regards a) the legislative, executive and judicial departments, b) the council of appointment, c) the council of revision, d) the restriction of the franchise.

7 Show in detail why New England in the war of 1812 a) escaped serious invasion, b) suffered severe losses, c) incurred political odium.

8 Mention the states that laid claim to portions of the north-west territory at the close of the revolution and show how the conflicting claims were settled. Mention the divisions that have been made of the territory of Virginia since 1790 and give an account of *one* of them.

9 State the substance of the Monroe doctrine. Give an account of the political events in Europe and America that called forth President Monroe's proclamation. Give argument for or against the proposition that the United States violated the spirit of the Monroe doctrine in the Spanish-American war.

10 "The Missouri compromise quieted the slavery question for a while; but *other questions* coming up between 1820 and 1830 brought about a new division of parties."

State *two* "other questions" that divided parties between 1820 and 1830. Mention the leading parties that were formed in the administration of John Quincy Adams and the attitude of each toward the questions stated.

11 What authority over territories is given to congress by the constitution? Describe the usual form of organized territorial government as regards *a*) the legislative, executive and judicial departments, *b*) representation in the national congress. Show whether there is any constitutional reason for establishing the usual form of territorial government in Porto Rico and the Philippines.

12 Show *a*) why specie went out of circulation during the civil war, *b*) how wages and prices were affected by the issue of the United States treasury notes in 1862. Why did the value of the treasury notes vary with the fortunes of war?

High School Department

172D EXAMINATION

ADVANCED UNITED STATES HISTORY

Thursday, January 30, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Show how the great lakes have facilitated *a)* exploration, *b)* settlement, *c)* industrial growth of the west, *d)* commercial development of the east. Compare the annual tonnage of the Sault Sainte Marie canal with that of the Suez canal.

2 Show in regard to the Iroquois *a)* extent of their authority, *b)* reasons for their ascendancy over other Indian tribes, *c)* circumstances that led to their alliance with the English, *d)* effects of their alliance on subsequent ownership of New York.

3 Give an account of the Virginia colony under Charles 2, touching on *a)* treatment by the king, *b)* troubles with the Indians, *c)* Bacon's rebellion and its results.

4 State in regard to the settlement of Georgia *a)* three motives of its founder, *b)* two causes of dissatisfaction among its early settlers.

5 Write on two of the following topics relating to the last French and Indian war: *a)* capture of Fort Niagara and its results, *b)* Abercrombie and Amherst in the Champlain valley, *c)* services of Sir William Johnson.

6 Give argument for or against the following: "With the triumph of Wolfe on the heights of Abraham began the history of the United States."

7 Give a detailed account of three conditions or events that justify the historian in calling the interval 1783-89 "the critical period of American history."

8 Mention two measures of Washington's first administration that caused sharp division of opinion in the cabinet and among the people. What political parties grew out of this division and what principles were maintained by each party?

9 State in regard to the Dred Scott decision *a)* the question at issue, *b)* the substance of the decision of the United States supreme court, *c)* the feelings excited in the south and in the north.

10 In his first inaugural (1861) Lincoln said, "I have no purpose directly or indirectly, to interfere with the institution of slavery in the states where it exists"; yet in 1862 he determined to issue the emancipation proclamation. Give *two* satisfactory reasons to account for his change of mind.

11 Mention, in connection with American literature, *a*) a noted author and a noted work of the colonial period, *b*) the character and value of the productions of the revolutionary period, *c*) the general attitude of our great poets toward the slavery question. What has been the effect of the civil war on the literary activity of the country?

12 Compare the causes of immigration in the early colonial period with those generally operative at present. Were conditions then more favorable than they are now for the reformation of vicious immigrants? Give reasons.

Note to the student.

Kindly answer the following for the benefit of the examiner:

- a* Have you studied *intensively* the history of New York state or any given period of United States history?
- b* Have you kept a notebook?
- c* What books have you read in connection with your study of advanced United States history?

High School Department

174TH EXAMINATION

ADVANCED UNITED STATES HISTORY

Thursday, June 19, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Write on the following: (a) the earliest recorded discovery of America, (b) the naming of the new world.

2 Compare the English colonists with the French colonists of North America, touching on the following: (a) religious differences, (b) relations with the Indians, (c) relative merits as settlers, (d) government.

3 State in regard to the Dutch control of New Netherlands (a) why it was dangerous to the English colonies, (b) how it was lost. To what portions of New York state were settlements generally confined till after the Revolution? Give reasons.

4 State *two* purposes of the Albany congress. Describe Franklin's plan of union. Show how this plan was regarded by (a) the English government, (b) the colonial legislatures.

5 Compare, noting likenesses and differences of political organization, the three classes of American colonies established by the English government.

6 Explain why Hessians were employed in the Revolution. State how the employment of Hessians was regarded by (a) the colonists, (b) European rulers.

7 Give reasons, based on facts of colonial history, that indicate the wisdom of *one* of the following prohibitions in the first amendment to the Constitution: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press."

8 Sketch the life of Thomas Jefferson, touching on (a) education, (b) most noted literary production, (c) attitude toward slavery, (d) political sympathies, (e) services as president.

9 Show the influence of *each* of the following on the development of a national spirit: (a) the northwest territory, (b) the admission of new states, (c) the Louisiana purchase, (d) the War of 1812, (e) the oratory of Clay and of Webster.

10 State the provisions of the Missouri Compromise. Show how the Missouri Compromise was set aside by (a) the Kansas-Nebraska Bill, (b) the Dred Scott Decision.

11 Summarize the sources of military strength and weakness in the southern confederacy at the outbreak of the Civil War.

12 State and explain *one* economic and *one* political difficulty that resulted from the recent war with Spain.

Note to the student.

Kindly answer the following for the benefit of the examiner.

a Have you studied *intensively* the history of New York state or any given period of United States history?

b Have you kept a notebook?

c What books have you read in connection with your study of advanced United States history?

High School Department

171ST EXAMINATION

CIVICS

Thursday, September 26, 1901—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: caucus, appropriation, libel, quorum, extradition, contract, ex post facto law.

2 Distinguish between confederacy and nation. Illustrate by reference to United States history.

3 Show the necessity to a republic of free, tax-supported schools.

The following *five* questions refer to New York state:

4 State when and explain how the present state constitution was established.

5 Give with reference to *each* of the following *a*) mode of election, *b*) length of term, *c*) principal duty: school district clerk, supervisor, county treasurer.

6 Give in substance the provision of the constitution in reference to *a*) freedom of speech, *b*) power of the state to contract debts.

7 State the manner of obtaining office, the length of term and *two* duties of *each* of the following: governor, superintendent of public instruction.

8 Describe *one* of the following, touching on *a*) organization, *b*) duties: state board of health, civil service commission.

The following questions refer to the United States:

9 Mention *three* ways in which the constitution safeguards the rights of a person accused of crime.

10 State how *each* of the following is chosen and mention the chief duties of each: vice-president, United States senator, postmaster-general.

11 Explain the necessity of a national judiciary.

12 Give an outline of the government of a territory, touching on *a*) executive officers, *b*) legislature, *c*) courts.

13 What is a patent and how is it obtained? State the purpose for which patents are issued.

14 Mention the chief subjects of which the department of the interior has charge.

15 State what is meant by powers implied in the constitution and show the importance of such powers in securing effective government.

University of the State of New York
High School Department

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172D EXAMINATION

CIVICS

Thursday, January 30, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: constitution, charter, anarchy, guardian, ambassador, forgery, extradition.

2 Distinguish between a limited monarchy and a republic. Give an example of each.

3 Show the necessity of laws and state *two* limitations imposed by law on individual liberty.

4 Explain the importance of the signature of the wife to a deed of real estate conveyed by a married man.

The following *five* questions refer to New York state:

5 Give with reference to each of *two* of the following *a*) mode of selection, *b*) length of term, *c*) manner of compensation, *d*) *two* duties: school-district collector, supervisor, district attorney.

6 Describe the organization and mention the principal functions of the state board of charities.

7 State the manner of obtaining office, the length of term and the chief duty of each of *three* of the following: governor, member of assembly, secretary of state, commissioner of excise.

8 Give in substance the constitutional provision in relation to *one* of the following: prison labor, liability of stock-holders of banks. State a reason for the provision mentioned.

9 Give an outline of the method of legal procedure in ordinary civil cases.

The following questions refer to the United States:

10 Give the substance of the law governing naturalization.

11 State *two* particulars in which the constitutional qualifications of the president and of a member of the house of representatives differ. Account for these differences.

12 Mention *four* subjects of which the department of the interior has charge.

13 Give the substance of the constitutional provision regarding *a*) judgment in case of impeachment, *b*) privileges of members of congress.

14 State how *each* of the following officers is chosen and mention the chief duties of each: secretary of war, vice-president, United States senator.

15 Mention *two* powers denied to the states by the constitution, giving a reason in each case.

University of the State of New York
High School Department

173D EXAMINATION

CIVICS

Tuesday, March 25, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: bill, law, patent, reprieve, perjury, excise, quorum.

2 Distinguish between absolute civil rights and relative civil rights and give an example of each.

3 What is meant by right of eminent domain? Explain the importance of this right to a national government.

4 Define partnership and state the limits of financial responsibility of one partner for the acts of another partner.

The following five questions refer to New York state:

5 Give in substance an important provision of the constitution in reference to *one* of the following: appropriation bills, prison labor.

6 Give with reference to each of *two* of the following *a*) manner of obtaining office, *b*) length of term, *c*) manner of compensation, *d*) *two* duties: justice of the peace, highway commissioner, county judge.

7 Describe *one* of the following, touching on *a*) organization, *b*) principal functions: state commission of prisons, the department of labor.

8 State the manner of obtaining office, the length of term and the chief duty of each of *three* of the following: lieutenant-governor, superintendent of insurance, state treasurer, judge of the court of claims.

9 Give an outline of the method of procedure in criminal cases.

The following questions refer to the United States:

10 Mention *five* executive powers of the president.

11 Give in substance the provision of the constitution in reference to *a*) apportionment of representatives, *b*) prohibition on members of congress.

12 State how *each* of the following is chosen and mention the chief duty of each: secretary of the treasury, speaker of the house of representatives, United States senator.

13 Outline the steps by which a bill becomes a law of the United States.

14 Mention the principal sources from which the United States government derives its revenues. State *three* purposes for which the government may properly levy taxes.

15 Describe the organization and state the principal function of the highest court of the United States.

University of the State of New York
High School Department

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174TH EXAMINATION

CIVICS

Thursday, June 19, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: citizen, civil right, caucus, treaty, privateer, robbery, codicil.

2 Show how public opinion operates as a check against abuses of government.

3 Explain the meaning of the terms initiative and referendum as applied to legislation.

4 Distinguish between express contract and implied contract. Mention *two* conditions under which a contract is not binding.

The following five questions refer to New York state:

5 State the manner of obtaining office, the length of term and the chief duty of each of *three* of the following: comptroller, regent of the University of the State of New York, adjutant-general, superintendent of public works.

6 Give in substance the provision of the Constitution in reference to each of *two* of the following: civil service appointments and promotions, forest preserve, damages for injuries causing death.

7 Describe *one* of the following, touching on (a) organization, (b) principal function: State Board of Railway Commissioners, Court of Appeals.

8 State the length of term, manner of compensation and *two* duties of *each* of the following: town assessor, county clerk, school commissioner.

9 Give with reference to each house of the Legislature (a) number of members, (b) title of presiding officer. Explain the advantage to the people of a legislature consisting of *two* houses.

The following questions refer to the United States:

10 Mention *three* powers delegated to Congress by the Constitution, giving a reason in each of *two* cases.

11 Show the importance of the power of the Senate to reject nominations made by the president.

12 State how *each* of the following is chosen and mention *two* duties of each: member of the House of Representatives, secretary of state, United States consul.

13 Outline the steps by which a territory becomes a state of the Union.

14 Mention with reference to the president (a) *two* executive powers, (b) *one* legislative power, (c) *one* judicial power.

15 State in regard to the Constitution (a) *two* ways of proposing amendments, (b) *two* ways of ratifying amendments.

High School Department

171ST EXAMINATION

ECONOMICS

Wednesday, September 25, 1901—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: interest, price, dividend, market, economics, natural agent, plant for production.

2 Show by illustration or otherwise that self-interest is the leading motive of human effort.

3 Mention with reference to division of labor *a) two* advantages to workmen, *b) two* possible disadvantages to workmen, *c) one* limitation in its application.

4 State the effect on prices of a fall in the value of money, giving a historical illustration.

5 State the circumstances under which capital is said to be *a) productive, b) unproductive*. Mention some causes that tend to render capital unproductive.

6 Mention *three* considerations that stimulate the desire for the ownership of land.

7 State the effect of the development of railways on the rent value of farm lands located *a) near large markets, b) remote from markets*.

8 Distinguish between money and wealth. Give an example of *a) wealth in the form of money, b) money that is not wealth*.

9 State and explain *two* principles that should guide in poor relief.

10 Explain the following: "Credit allows the wealth of the country to be more effectively employed in production."

11 Give arguments for or against the nationalization of *a) the telegraph, b) railways*.

12 Discuss the relative advantages and disadvantages of a strike as a remedy for labor grievances.

13 Mention the conditions that give rise to international trade. What is meant by balance of trade?

14 Explain the relation of protective duties to *one* of the following: wages, monopolies.

15 State what is meant by the single tax theory and give a reason for or against its validity.

High School Department

172D EXAMINATION

ECONOMICS

Wednesday, January 29, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: value, money, wealth, credit, supply, distribution, raw material.

2 Give *three* reasons to account for the present industrial and commercial prosperity of the United States.

3 Show by illustration how supply and demand affect the price of a given commodity.

4 Mention *three* leading considerations affecting the wages of workmen.

5 Show how the consumption of capital helps labor, and state what relations between employer and employee are likely to render industry most productive.

6 Give arguments for or against municipal ownership of street railways.

7 State *three* principles that should govern in the investment of capital.

8 Mention *two* proposed methods of dealing with the problem of foreign immigration on the part of the United States government. Discuss *one* of these methods.

9 Show by illustration that "there is a tendency to an equality of return on equal investments of capital."

10 Mention in reference to cooperative manufacturing *a)* *two* advantages, *b)* *two* possible disadvantages.

11 State the influence of extensive stock speculation on *a)* prices of commodities, *b)* credit, *c)* the moral tone of the community.

12 Define communism. Mention *two* dangers of communistic teaching.

13 State *three* methods of taxation employed by the United States government, and describe the mode of collecting taxes in the case of *one* of these methods.

14 Give *two* arguments for or against the extensive emission of redeemable paper money on the part of the national government.

15 Explain *one* of the following: *a)* Ricardo's theory of rent, *b)* the laissez-faire doctrine.

High School Department

173D EXAMINATION

ECONOMICS

Wednesday, March 26, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

- 1 Define *five* of the following: economics, exchange, wages, monopoly, cost, profits, fixed capital.
- 2 Give facts to prove or to disprove the statement that political economy is "inhuman and pitiless" in its teachings.
- 3 Distinguish by illustrations between productive laborers and unproductive laborers.
- 4 Give *three* reasons to account for the fact that in most employments women receive less wages than men.
- 5 Show that material wealth consists solely in things that satisfy wants.
- 6 Explain the necessity, under modern conditions, of a high degree of managing skill and the practice of close industrial economies in producing articles of manufacture.
- 7 State facts indicating a growing tendency to the settlement of labor difficulties by conference and by arbitration.
- 8 Mention *two* forces that counteract the tendency of farm rents to increase: What circumstance has tended to keep agricultural products from falling in value?
- 9 Explain why United States government bonds show a constant upward tendency in value.
- 10 Discuss the effect of a protective tariff on *a*) prices of articles, *b*) remuneration of labor.
- 11 Show that international trade is usually due to difference in the relative cost of producing the articles exchanged.
- 12 Define credit. State with reference to credit *a*) *two* of its leading forms, *b*) *two* important functions.
- 13 Mention *two* features common to all socialistic schemes, and show the strength or weakness of *one* of the features mentioned.
- 14 Mention *four* essential qualities of a commodity that is used as money. Why should the general government have power to issue money and regulate its value?
- 15 Explain the relation that a sound banking system sustains to business prosperity. How is the holder of a national bank note secured against loss caused by the failure of the bank?

High School Department

174TH EXAMINATION

ECONOMICS

Wednesday, June 18, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Define *five* of the following: capital, rent, exchange, dividend, credit, value, arbitration.

2 Distinguish between piece wages and time wages, and explain the relative advantages to workmen of each system of wage payment.

3 Show that land, labor and capital are essential agents of production.

4 Mention *two* causes of the rapid increase of wealth in large cities.

5 Show the truth or falsity of the statement that only one party to an exchange can profit by it.

6 State *three* causes of difference in the industrial efficiency of workmen.

7 Show that transportation should be regarded as an industry and state wherein it differs from the industries of shop and field.

8 Explain the following quotation: "Give a man secure possession of a bleak rock, and he will turn it into a garden."

9 Show how the division of labor (*a*) shortens the period required for becoming an efficient workman, (*b*) increases the productiveness of labor.

10 State *two* economic rules that should govern in the consumption of capital.

11 Show that the volume of currency required for the transaction of business depends on the efficiency of the banking system of the country.

12 Mention *two* difficulties of industrial cooperation on the part of workmen. Discuss *one* of these difficulties.

13 Discuss *one* of the following statements: (*a*) "The tariff protects the workingman," (*b*) "Protection takes from the more productive and adds to the less productive industries."

14 Show the effect on interest rates likely to follow (*a*) the development of new national resources and industries, (*b*) the diminishing profits of capital.

15 Mention *two* advantages of the system of indirect taxation practised by the United States government. State a possible evil incident to this system.

High School Department

172D EXAMINATION

PSYCHOLOGY

Friday, January 31, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 State the difference between a) memory and imagination, b) a hallucination and an illusion, c) inductive reasoning and deductive reasoning.

2 Show how knowledge, feeling and will are involved in any phase of conscious life that you may select, stating which of these elements predominates.

3 Define consciousness, state of what it is composed and discuss its changing character.

4 While you are moving about in a dark room, your head strikes violently against a projecting shelf which for the moment you have forgotten; show in detail how this sensation becomes a perception.

5 Mention and explain the essential conditions of a good psychologic experiment.

6 Describe the production of a sensation. Give an illustration to show that contrast is necessary in the production of a sensation.

7 A friend asks you if you have a picture of the Temple of Music; you reply that you have not but that you have a very good picture of McKinley. Describe the process by which you arrive at this thought and state the law of association involved.

8 Give a physiologic and a psychologic explanation of attention.

9 It is necessary for you to choose between a position in an office and a college education; you finally decide to go to college. Trace the psychologic processes involved in coming to this decision.

10 Explain and illustrate the interdependence of judgment and concept.

11 Explain a) how we are able by the sense of sight alone to affirm that an object is smooth or rough, b) why we are able to walk without being conscious of the act.

12 Explain, with illustrations, the meaning of the following: "The products of the constructive imagination have been the only stepping stones for material progress."

High School Department

174TH EXAMINATION

PSYCHOLOGY

Friday, June 20, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 State, with illustrations, the difference between a physiologic fact and a psychologic fact. Show in detail how a knowledge of physiology aids in the study of psychology.

2 It is said that by consciousness we mean the mind of the present moment, the mind now; that in life we pass through a succession of nows. Give illustrations to show this changing character of consciousness.

3 Describe an experiment in psychology, stating its purpose and result.

4 A man walking on a river bank is suddenly dazzled by a very bright light; he finally discovers that it comes from a search-light on a boat. Trace the psychologic processes involved.

5 Mention and define *two* kinds of attention. Explain, with illustration, the relation of interest to attention.

6 State what is meant by the association of ideas. Give an illustration of (*a*) the law of similarity, (*b*) the law of contiguity. Explain in each case the operation of the law.

7 Give a psychologic analysis of the process through which the mind passes in forming a mental picture of the battle of Bunker Hill.

8 Describe in detail the formation of a concept. Illustrate.

9 A person coming out of a large manufacturing establishment during business hours, thinks that the street is very quiet; another person coming out of a deserted building, thinks that the street is very noisy. Account psychologically for this difference of opinion.

10 State what is meant by the law of habit. Discuss the psychologic importance of habit and give *two* directions to be observed in forming a habit.

11 Define judgment and show how it differs from reasoning. Mention *three* essentials to an accurate judgment.

12 Explain psychologically (*a*) how we are able to estimate distance by means of sight, (*b*) why we reply more quickly to a question that we expect than to one that we do not expect.

High School Department

174TH EXAMINATION

ETHICS

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer eight questions but no more. If more than eight are answered only the first eight answers will be considered. As this is an examination in ethics all questions must be answered from an ethic standpoint. Each complete answer will receive 12½ credits. Papers entitled to 75 or more credits will be accepted.

1 Describe the subject matter and the scope of ethics. Show why ethics may be considered a normative science.

2 Explain the meaning of the following, giving argument to justify or refute it: "Right and wrong are only incidents of territory and of custom."

3 State what is meant by the moral ideal. Show that the moral ideal requires both the highest individual development and the largest social service.

4 Explain why an act may be right for your neighbor and wrong for you. Give *two* instances illustrating this fact.

5 Distinguish between (a) self-love and selfishness, (b) duty and virtue, (c) knowledge and wisdom.

6 State the basis of the right to (a) life, (b) liberty, (c) property. Show the obligation involved in each of these rights.

7 State whether or not deception is justifiable when it is designed to benefit the person deceived. Give arguments and illustrations.

8 Show why it is the duty of every man to labor. Give, with illustrations, some of the moral evils of idleness.

9 Show (a) why an animal is a non-moral being, (b) why an act done through fear of punishment is a prudential rather than a moral act.

10 Give the ethic basis of *each* of the following: (a) "Recompense to no man evil for evil," (b) "Render therefore to all their dues," (c) "And every man that striveth for the mastery is temperate in all things."

11 Mention and discuss *two* theories justifying legal punishment.

12 Write at least 100 words on *one* of the following: (a) education of character, (b) sanctions of morality, (c) conscience.

High School Department

171ST EXAMINATION

STENOGRAPHY

Thursday, September 26, 1901—9.15 a. m. to 12.15 p. m., only

NOTE—Candidates may take one or both of these tests. The time for dictation and for transcription is indicated in each case. The shorthand notes and the transcript are to be collected by the examiner at the close of the period assigned for each transcript. Candidates are to specify the system followed in taking down the notes. Credits depend on the accuracy of the notes and of the transcription.

FIRST TEST

Papers entitled to 75% will be accepted. 500 words to be dictated in 10 minutes and to be transcribed in 75 minutes.

MINUTES

Walter Martin, agent
Boston, Mass.

Dear sir: Acting on the authority of your representative, Mr A. R. Brown, I have had the basement and sub-
1/2 cellar * under our main office thoroughly cleaned, white-
washed and kalsomined, and can assure you that the work
1 has been done satisfactorily. The total cost for this * is
\$100, which we have paid. Will you have the kindness to
remit \$50 as agreed?

Yours truly

1/2

Philip Dexter *

Robert Bacon

Syracuse, N. Y.

Dear sir: We inclose herewith certified check for \$900
2 in full payment of your bill of August 5. * The goods
arrived promptly and were in good condition. In fact the
transaction has been perfectly satisfactory, and we can assure
1/2 you of further orders * should terms and prices continue
favorable.

Yours truly

Williams & Morris

John Phillips
Norfolk, Va.

Dear sir: We contemplate opening a branch store in your
3 city, * having been informed that there is an excellent
opportunity for establishing a good hardware trade there.
½ We shall esteem it a great favor * if you will give us
your candid opinion in regard to the matter and also advise
us concerning a desirable location.

Very cordially yours

4 Darwin & White *

I heard a prominent graduate of one of our universities
say that when he was a student many years ago, there was in
½ the student community * almost a contempt for wealth. The
thoughts and ambitions of college men at that period were
5 in the line of higher things than wealth, * and in their es-
timate of one another they regarded this as nothing. The
½ whole life of the country has greatly changed since then. *
We have become a wealthy nation. We have passed from
the simple life of a quiet town, as it were, to the luxury and
6 abundance of a great city. * The devotion of the people
to money getting has become so great as even to be alarm-
½ ing, and the one desire which seems to unite all men * in
this matter of money is the desire to make something out
of nothing.

7 There is surely no worse sign of the times * in our day
than this. But I believe that much of the old spirit still
½ remains—at least, so far as our judgment of men goes. *

If the evil tendencies that are manifesting themselves so
strongly among our people are to be checked, and the glory
8 of the old ancestry * is to be preserved, the result must
be accomplished through the influence of educated men.
½ Those who go forth from the universities and colleges *
must show by their living and by the energy which they
display in the pursuit of the higher and nobler objects of
9 desire, * what the true life for the nation is.

The young men of this generation are in greater danger
½ of being led away in the false path, * than were those who
lived in former times. They need, therefore, the more con-
stantly to open their minds to the higher influences of a
10 university life. *

SECOND TEST

Papers entitled to 75% will be accepted. Candidates for state business credentials must obtain at least 90%. 500 words to be dictated in 5 minutes and to be transcribed in 55 minutes.

There are two kinds of courage, moral and physical, and it is absolutely essential for a boy or man to have both if he wishes to keep his own self-respect and to deserve the respect of others.

½ On the one hand, he must be able to master himself, * and overcome his own weaknesses. This is what we usually mean when we speak of moral courage . . . On the other hand, physical courage is the quality which enables the man not so much to master himself as to hold his own among outside rivals or enemies . . .

1 True heroism, * the essence of heroism, may be found in any calling; and while in its most evident manifestations it can develop only in crises, yet it may be, and often must be, quietly shown all the time. Its presence in one form does not excuse its absence in another.

½ The hard-working man, * who does all his home duties well, is nevertheless not to be excused if he does not possess the capacity to show in time of need the qualities that make a man die on the battle-field, and the stern, hard common sense and civic resolution which insist on decency and
2 justice * in public affairs.

So, on the other hand, no amount of headlong valor in the field, no amount of intelligent honesty in public affairs, can in any way excuse or justify failure to do one's duty to those
½ who are closest and dearest. A man must do his duty * by the state, but he can do that duty only by first doing his duty to himself and his family . . .

Heroism of the highest type is shown in countless lives where it attracts no attention. The man who, while suffering under some physical infirmity, goes on uncomplainingly
3 year after year, * earning a livelihood not merely for himself, but for those dependent on him, who stands between them and want, is a true soldier of civilization, is an American who deserves well of America. He is doing vital work for the nation . . .

½ If the average young man refrains from excess * and also works hard, if he is a good son, a good husband and father,

he becomes a good citizen. He thereby joins the army of those whose work is finally to determine the greatness of our country. The state is merely the aggregate of its citizens, and the great qualities * that lie at the root of healthy life in the state are the qualities that lie at the root of healthy life in the family . . .

After all is said and done, the vitally heroic work is the work of the home. It is not a substitute for the fiercer ½ heroism * that is occasionally called for outside, but it is the indispensable prerequisite. The heroism of work, the heroism that consists in energetic, unceasing, uncomplaining doing of duty in the ordinary vocations of life—this is as truly the essence of heroism as the most splendid civic 5 courage or military valor. *

High School Department

172D EXAMINATION

STENOGRAPHY

Thursday, January 30, 1902—9.15 a. m. to 12.15 p. m., only

NOTE—Candidates may take one or both of these tests. The time for dictation and for transcription is indicated in each case. The shorthand notes and the transcript are to be collected by the examiner at the close of the period assigned for each transcript. Candidates are to specify the system followed in taking down the notes. Credits depend on the accuracy of the notes and of the transcription.

FIRST TEST

Papers entitled to 75% will be accepted. 500 words to be dictated in 10 minutes and to be transcribed in 75 minutes.

MINUTES

Morton & Hill

Boston, Mass.

Dear sirs: A position at G. R. Davidson's will be open
 1/2 to me as soon as I leave college, * if satisfactory references
 are given. When I left your service, you very kindly offered
 1 to give me a letter of recommendation whenever needed. *
 I now take the liberty of asking you to write such a letter
 to Mr Davidson.

Very respectfully yours

Arthur Chalmers

Rogers & Watson

1/2 Buffalo, N. Y. *

Gentlemen: We should be pleased to have you furnish
 plans and specifications for a library building which it is
 2 proposed to erect on Plymouth avenue, * in this village.
 The lot is 120 feet front by 170 feet deep.

Our idea is that the reading-room should be large and
 1/2 pleasant * and that there should be a room for periodicals
 adjoining. There should be a stationary loan desk and
 3 shelf room for about 3000 books. *

The second story is to have an audience-room provided
 1/2 with suitable stage, seating capacity for at least 500 people, *
 and approaches that will insure convenience and safety.
 The cost of the building must not in any event exceed \$10,000.
 4 Kindly submit plans and specifications * before February
 27, as the incorporators meet on that day to take definite
 action in the matter.

Yours truly

1/2

George Dalton, secretary *

My dear Frank: An important business engagement will make it impossible for me to accept your invitation to
 5 luncheon on Thursday. I will stop for you * at five this afternoon, however, and during the drive home we can discuss the matter to which you referred.

Sincerely your friend

1/2

William Wallace *

However we may regard the American occupation of the Philippine islands as a general policy, one phase of it can
 6 not fail to be pleasing. * That is the eagerness of the young Filipinos for schooling in English, and the extensive efforts
 1/2 which our government is making to provide it. *

The Spanish language had never been used by the natives of the islands except by a few educated Filipinos.
 7 Spain was afraid to let the natives know too much * of what was going on in the world, and did not encourage the acquirement of a uniform language. The native dialects
 1/2 differ so greatly * as to hinder all movements toward unity. The English language will give the rising generation of all
 8 the islands a common medium of communication. *

The benefits that will be conferred by introducing education will be so great that they will far outweigh the cost.
 1/2 Moreover, the system will ultimately * reduce the expense of the army and increase the earning power of the natives.

There is some sentimental interest in the thought that
 9 new peoples * on the opposite side of the globe are beginning to learn English, and will perhaps before many years
 1/2 regard it as their own tongue. * The traditions of the language are those of liberty and opportunity. It rests on us
 10 to see that it means as much to its newest learners. *

SECOND TEST

Papers entitled to 75% will be accepted. Candidates for state business credentials must obtain at least 90%. 500 words to be dictated in 5 minutes and to be transcribed in 75 minutes.

Expositions are the timekeepers of progress. They record the world's advancement. They stimulate the energy, enterprise and intellect of the people, and quicken human genius . . . They broaden and brighten the daily life of the people. They open mighty storehouses of information $\frac{1}{2}$ to the student. Every exposition, great or small, * has helped to some onward step. Comparison of ideas is always educational to brain and hand. Friendly rivalry follows, which is the spur to industrial improvement, the inspiration to useful invention and to high endeavor in all departments of human activity . . .

- 1 Trade statistics indicate that this country * is in a state of unexampled prosperity . . . We have a vast and intricate business, built up through years of toil and struggle, . . . which will not permit of either neglect or undue selfishness. No narrow, sordid policy will subserve it. The greatest skill and wisdom on the part of manufacturers $\frac{1}{2}$ and producers * will be required to hold and increase it. Our industrial enterprises, which have grown to such great proportions, affect the homes and occupations of the people and the welfare of the country. Our capacity to produce has developed so enormously and our products have so multiplied that the problem of more markets * requires our urgent and immediate attention. Only a broad and enlightened policy will keep what we have. No other policy will get more. In these times of marvelous business energy and gain, we ought to be looking to the future, strengthening the weak places in our industrial and commercial $\frac{1}{2}$ systems, * that we may be ready for any storm or strain.
- 2
- 3

By sensible trade arrangements which will not interrupt our home production, we shall extend the outlets for our increasing surplus. A system which provides a mutual exchange of commodities is manifestly essential to the continued and healthful growth of our export trade * . . .

Next in advantage to having the thing to sell is to have the convenience to carry it to the buyer. We must encourage our merchant marine. We must have more ships.

They must be under the American flag, built and manned and owned by Americans . . . We must build the isthmian
1/2 canal, * which will unite the two oceans and give a straight line of water communication with the western coasts of Central and South America and Mexico. The construction of a Pacific cable can not be longer postponed . . .

Let us ever remember that our interest is in concord,
4 not conflict, * and that our real eminence rests in the victories of peace, not those of war. We hope that all who are represented here may be moved to higher and nobler effort for their own and the world's good, and that out of
1/2 this city may come, not only greater commerce * and trade for us all, but, more essential than these, relations of mutual respect, confidence and friendship which will deepen and endure.

Our earnest prayer is that God will graciously vouchsafe prosperity, happiness and peace to all our neighbors, and
5 like blessings to all the peoples and powers of earth. *

—*William McKinley*

High School Department

173D EXAMINATION

STENOGRAPHY

Tuesday, March 25, 1902—9.15 a. m. to 12.15 p. m., only

NOTE—Candidates may take one or both of these tests. The time for dictation and for transcription is indicated in each case. The shorthand notes and the transcript are to be collected by the examiner at the close of the period assigned for each transcript. Candidates are to specify the system followed in taking down the notes. Credits depend on the accuracy of the notes and of the transcription.

FIRST TEST

Papers entitled to 75% will be accepted. 500 words to be dictated in 10 minutes and to be transcribed in 75 minutes.

MINUTES

Alton D. Rogers

New York

Dear sir: Your application for a position in our office has received due attention. We find the references offered $\frac{1}{2}$ perfectly satisfactory * and shall be glad to notify you as soon as we have a vacancy.

Yours truly

Wright & Jenkins

Porter & Mason

1 Philadelphia, Pa. *

Dear sirs: I contemplate opening here a store for the sale of books and stationery. Kindly send me a schedule of prices * on all styles of ladies' note-paper, letter paper, ruled books of account, and different qualities of pad paper and notebooks. I shall be glad * if you can make me a special offer on any one of these lines. Address inquiries regarding my financial standing to Merchants' exchange bank of Newark. *

Very truly yours

George Millington

Franklin R. Saunders

Boston, Mass.

Dear Frank: I expect to be in Boston next week Thursday, the seventh, and should be delighted * to have a chat with my old college friend and rival. Can you not meet $\frac{1}{2}$ me at the usual resort about half after six * and take dinner with me?

Cordially your friend

Arthur Davidson

Hon. J. Walter Downing

Secretary of state

Dear sir:—I inclose herewith the certificate of incorporation * of the Metropolitan carwheel co. of the city and county of New York. Will you kindly see that the certificate is duly recorded? * The filing fee of \$10 is herewith remitted. Will send recording fee on receipt of your folio estimate.

Respectfully yours

John J. Howard, secretary *

There are few things more valuable as an asset in business than the reputation of being "prompt pay." Every retailer should make it a rule * to discount his bills. Not only will he thus gain the benefit of the discount itself—a return for his money much larger * than he can obtain in any way outside his business—but he will place himself on terms with the wholesale trade from which he can frequently * derive considerable pecuniary advantage. If there is a job lot to be offered—something specially desirable—the wholesaler invariably gives the preference to the firm * which is known to be prompt in its payments.

But if you discount a bill, be sure to make your payment at the time it is due. * Do not take, as some concerns do, the two-off-ten-days discount when the payment is made at the end of 20 days. * Merchants who do this are far from standing well with the wholesale trade. The deducting of more discount than is due is an imposition * that is resented, although sometimes the wholesaler will submit, rather than run the risk of offending a customer. But the loss he sustains is pretty sure * to be made up some day. No matter how keen a buyer a retailer may be, he does not know everything, and the little he gains * by this sharp practice may be much more than offset in some other transaction in the making of which he happens to be off his guard. *

SECOND TEST

Papers entitled to 75% will be accepted. Candidates for state business credentials must obtain at least 90%. 500 words to be dictated in 5 minutes and to be transcribed in 75 minutes.

There seems to be no longer a reasonable doubt that the United States will build, operate and control a great ship canal to connect the waters of the Atlantic with those of the Pacific ocean. The effect of such a canal on the world's $\frac{1}{2}$ commerce becomes a question of leading importance. *

A thorough and detailed investigation was made as to the effect which the canal would have on the development of American industries and on the promotion of American commerce . . . The scope of this inquiry included a careful study of the leading industries of the different sections 1 of the United States, * and special efforts were set on foot to ascertain by correspondence, travel and conference the use which would actually be made of the canal by producers and manufacturers engaged in all our more important industries. The testimony of the business world $\frac{1}{2}$ showed that all sections of the United States * would make extensive use of this waterway, and that its benefits would be shared by all parts of the country.

Careful inquiries were instituted to ascertain what effect the canal would have on the traffic of American railways. Many conferences were held with railway officials, and 2 information was obtained * by correspondence both with railway officials and with shippers. As to the business of the railway systems in the territory between Chicago and New York, and of those in the southern states, the evidence is practically unanimous that the canal will be beneficial. $\frac{1}{2}$ As to the effect * of the new water route on the railways west of the Mississippi river, the testimony is divided. That the canal will be a rate-controlling factor of wide-reaching importance is generally admitted, and, naturally enough, this is feared by some railway officials. Here is the 3 crucial point of this question, *—will the canal make business for the transcontinental railways? Some of the managers say yes, and some say no; but the experience of history has always been that improved facilities for water transportation have resulted in the diversification and distribution $\frac{1}{2}$ of industry and have added to the volume of business * . . .

What the rate of increase in the traffic of the canal will be after the waterway has been opened for commerce is a difficult matter to estimate. The best basis for reasoning in regard to the growth of the American canal traffic is to
4 be found in the development of the tonnage * of the Suez canal . . .

The early beginning of the work of constructing the isthmian canal seems assured. The delays of the past have been annoying to many citizens because they have realized the great service which the canal would render in promot-
3/2 ing the industrial and commercial progress of our country. *
The postponement of the enterprise until the present time has, however, given the American people a fair chance to secure information in detail in regard to certain problems of great importance in the choice of routes as well as to mature proper plans for the execution of this great com-
5 mercial enterprise. *

High School Department

174TH EXAMINATION

STENOGRAPHY

Thursday, June 19, 1902—9.15 a. m. to 12.15 p. m., only

NOTE—Candidates may take one or both of these tests. The time for dictation and for transcription is indicated in each case. The shorthand notes and the transcript are to be collected by the examiner at the close of the period assigned for each transcript. Candidates are to specify the system followed in taking down the notes. Credits depend on the accuracy of the notes and of the transcription.

FIRST TEST

Papers entitled to 75% will be accepted. 500 words to be dictated in 10 minutes and to be transcribed in 75 minutes.

MINUTES

Albany N. Y. April 11, 1902

Hall & Marvin

510 Broadway, New York

½ Dear sirs: In reply to your inquiry * regarding the financial standing of James Smith, we are pleased to say that we have always found him trustworthy, and think you
1 would be entirely safe * in giving him credit to the amount stated in your letter.

Yours truly

Bell & Campbell

½

Boston Mass. May 15, 1902 *

John L. Howard

New Haven Conn.

My dear sir: I regret to say that the work on my new
2 cottage at Block Island has been greatly delayed * on account of severe coast storms. It will not be possible to
½ have it ready for occupancy before July 21. *

As you were to take possession July 1, I hasten to acquaint you with these facts in order that you may be free to make
3 other arrangements, * unless you can so change your plans as to make the later date satisfactory. I shall await your
½ answer before taking any further action * in regard to letting the premises.

Very truly yours

Frank R. Williams

To the Faculty of Morton College

4 Gentlemen: The accident to which I referred * in my
petition of March 13 still renders any use of my right arm
so painful that the doctor has forbidden me to take any
½ of the written examinations. * I therefore respectfully
petition that I be allowed an oral examination in history,
economics and English literature early in June, and special
5 examinations * in the other regular third year subjects in
September. Inclosed please find doctor's statement.

Respectfully yours

J. W. Appleton

½ Some men seem to have the idea * that a rude, bluster-
ing manner lends them dignity, and that an abrupt style of
6 speech is what people most admire in a business man. *

Yet these very men will wonder why they do not get on
better in business. In spite of the actual bargains they
½ offer * they are surprised that people keep away from the
store. They do not see that their repellent manner has
7 anything to do with it, * and would perhaps be astonished
to learn that sensitive people would sooner pay more money
where they are courteously treated than be bullied or
½ frowned upon * at a genuine bargain counter.

An affable manner is a good advertisement in itself—a
gruff and surly demeanor is always a bad one . . . A bad
8 temper * and a frowning face should have no place in a
business house . . . Suave, courteous manners in pro-
prietors, managers and salespeople are in themselves great
½ attractions * in a store or other place of business. It be-
comes a real pleasure to trade where you are sure of kind
9 and courteous treatment . . . *

It is impossible to succeed in business nowadays unless
you show an affable bearing toward those from whom you
½ expect custom . . . Soft words and smiling faces * bring
back as many customers as low prices and attractive adver-
tising, and the sooner merchants recognize this fact the
10 better will it be for their business. *

SECOND TEST

Papers entitled to 75% will be accepted. Candidates for state business credentials must obtain at least 90%. 500 words to be dictated in 5 minutes and to be transcribed in 55 minutes.

With the exception of the farming interest, no one matter is of such vital moment to our whole nation as the welfare of the wage-workers. If the farmer and the wage-worker are well off it is absolutely certain that all others $\frac{1}{2}$ will be well off, too. * It is therefore a matter for hearty congratulation that on the whole wages are higher today in the United States than ever before in our history. The standard of living is also higher than ever before. Every effort of legislator and administrator should be bent to secure the permanency * of this condition of things and its improvement wherever possible . . .

American wage-earners work with their heads as well as with their hands. Moreover, they show a personal interest in what they are doing; so that, independent of the reward, they take pride in turning out a perfect job. This is the $\frac{1}{2}$ great secret * of our success in competition with the labor of foreign countries.

The most vital question with which this country, and for that matter the whole civilized world, has to deal is the problem which has for one side the betterment of social $\frac{1}{2}$ conditions, moral and physical, in large cities, * and for another side the effort to deal with that tangle of far-reaching questions which we group together when we speak of "labor." The chief factor in the success of each man—wage-worker, farmer and capitalist alike—must ever be $\frac{1}{2}$ the sum total of his own individual qualities and abilities. * Second only to this comes the power of acting in combination or association with others. Very great good has been and will be accomplished by associations or unions of wage-workers, when managed with forethought, and when insistence upon personal rights is united with law-abiding $\frac{1}{2}$ respect * for the rights of others. The display of these qualities in such bodies is a duty to the nation no less than to the associations themselves. Finally, there must be also in many cases action by the government in order to safeguard the rights and interests of all. Under our Constitu- $\frac{1}{2}$ tion * there is much more scope for such action by the separate states and the municipalities than by the nation.

, When all is said and done, the rule of brotherhood remains as the indispensable necessity to success in the kind of national life for which we strive. Each man must work
4 for himself, * and unless he so works no outside help can avail him; but each man must remember also that he is indeed his brother's keeper, and that while no man who refuses to walk can be carried with advantage to himself,
½ yet that each at times stumbles or halts, * that each at times needs to have the helping hand outstretched to him. To be permanently effective, aid must always take the form of helping a man to help himself; and we can all best help ourselves by joining together in the work that is of com-
5 mon interest to all. *

High School Department

171ST EXAMINATION

BOOKKEEPING

Wednesday, September 25, 1901—1.15 to 4.15 p. m., only

Answer the first five questions and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-4 Make entries in cashbook and journal of the following items in proper form for posting to a double entry ledger:

Apr. 1, 1901. Philip Black and John Colburn enter into partnership to carry on a wholesale fish business. Black invests cash \$8500; Colburn invests a stock of merchandise worth \$6200 and a store and warehouse valued at \$2500.

Apr. 2. Bought of George H. Norton, Portland, Me., 10 bbl. medium mackerel @ \$9.50; 5 bbl. split herring @ \$4.75. Paid for cleaning \$1.50.

Apr. 3. Sold Frederick A. Hall, Albany, N. Y., 400 lb cod @ 6¼¢; 600 lb cod @ 7½¢.

Apr. 4. Sold Barker & White, Hudson, N. Y., 5 bbl. small mackerel @ \$8; 6 bbl. large mackerel @ \$13, and received in part payment their note at 90 days \$100, balance on account.

Apr. 5. F. A. Hall paid his bill of Apr. 3, less 2% discount, by check on Farmers' national bank. [Account with bank is kept in check book only.]

Apr. 6. Sold Philip Johnson, Catskill, N. Y., 2 bbl. mackerel @ \$17.50; 2 halves mackerel @ \$9.25; 5 kits mackerel @ \$1.85.

Apr. 9. Bought for cash 475 boxes medium scaled herring @ 14¢.

Apr. 10. Sent G. H. Norton a draft on Philip Johnson at 10 days for \$62.75, in part payment of his bill of Apr. 2.

Apr. 19. Barker & White prepaid their note of Apr. 4, less interest for unexpired time, and paid cash to balance their account.

5 Post and close the merchandise account of the above transactions, assuming merchandise on hand to be worth \$7000.

6 State the use of each of *three* principal books used in double entry bookkeeping. If only one book could be saved in case of fire, which should it be? Explain.

7-8 From the following ledger footings and inventories make a balance sheet:

	Dr.	Cr.
Proprietor.....	\$825	\$9,000
Cash.....	11,505 15	9,897 50
Merchandise.....	16,981 79	12,489 34
Bills payable.....	3,650	4,010 40
Bills receivable.....	5,480	4,283
Interest.....	75 12	89 75
Trade discount.....	133 33	189 60
Furniture and fixtures.....	650	
Expense.....	140	
Peter White.....	1,276 50	847 40
Malcolm Jones.....	917 09	1,032 10
George Goldring.....	804	598 89

Inventories: merchandise \$6575; furniture and fixtures \$500.

9 June 1, 1901. John Dorset, a commission merchant in Buffalo, N. Y., received 4 cars of spring wheat flour from Peter Tompkins, St Paul, Minn. He made the following sales: June 4, 250 bbl. @ \$5.95; June 6, 125 bbl. @ \$6.25; June 7, 125 bbl. @ \$6.15, which closed out the consignment. The charges were, freight \$120, cartage \$25, commission $2\frac{1}{2}\%$. Make in proper form an account sales.

10 James Reid, William Wolcott and Hugh Gibson enter into partnership, investing \$12,500, \$21,000 and \$24,000 respectively. At the end of a year they decide to dissolve the partnership. The gain for the year is \$15,000, to be divided in proportion to investment; how much will each receive?

11 A plumber wishes to buy a bill of goods which amounts to \$1375 list price. He receives the following offers: A will allow successive discounts of 10, 10 and 5 with 30 days credit; B will allow discounts of 20 and 5 with 30 days credit, and C will allow 25 off for cash. Assuming that he will have to borrow the money at 6% if he accepts the cash offer, show which will be the most profitable purchase.

12 Write *a*) the check mentioned in the transaction of Apr. 5, *b*) the draft mentioned in the transaction of Apr. 10.

13 Make a receipted bill covering the transaction of Apr. 6. Write the note mentioned in the transaction of Apr. 4.

14 Write an indorsement for the note mentioned in the transaction of Apr. 4, so that it will be *a*) payable to bearer, *b*) payable to John Smith or order, *c*) generally negotiable, at the same time exempting the indorser from liability to pay.

15 Define solvency, protest, shipment, consignment, contract.

High School Department

172D EXAMINATION

BOOKKEEPING

Wednesday, January 29, 1902—1.15 to 4.15 p. m., only

Answer the first five questions and five of the others but no more. If more than five of the others are answered only the first five answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-3 Make entries in cashbook and journal of the following transactions for posting to a double entry ledger:

Jan. 2, 1902. Opened a seed business with an investment of cash \$4500, merchandise \$3800, store and lot \$8400.

Jan. 3. Bought office furniture and books for cash \$48.

Jan. 4. Bought of Dodge & Hanford 100 bu. millet @ \$1.25, 75 bu. timothy @ \$1.25. Paid them \$150 by check.

Jan. 6. Sold James Winne 25 bu. timothy @ \$1.50, 15 bu. red clover @ \$7.50, 25 bu. wheat @ \$1.10. He gave me his note at 90 days \$130, payable at Commercial national bank, and cash \$47.50.

Jan. 8. Bought of William Barker 250 bu. corn @ 60¢, 200 bu. wheat @ 95¢. Accepted his draft on me at 10 days, favor of Wilson & Wilson, payable at Commercial national bank, for amount of bill.

Jan. 11. Sold Charles Millerton, Albany, N. Y., 200 bu. oats @ 50¢, 25 bu. Alsike clover @ \$7.

Jan. 13. Charles Millerton remitted the amount of his bill by a draft of Traders' national bank, Albany, signed Philip Anderson, cashier, on Tenth national bank, New York.

Jan. 14. Cash sales for the day \$185.

Jan. 16. Had James Winne's note of Jan. 6 discounted at bank and proceeds placed to my credit.

Jan. 18. Paid my acceptance of Jan. 8. Paid clerk's salary for two weeks \$50.

4 Post and close the merchandise account of the transactions in questions 1-3, assuming that merchandise on hand is worth \$4500.

5 Give directions in full for closing a double entry ledger.

6 Write the New York draft mentioned in the transaction of Jan. 13

7 Write *a*) the note mentioned in the transaction of Jan. 6, *b*) the draft mentioned in the transaction of Jan. 8, properly accepted.

8 On a promissory note for \$1500, dated Jan. 11, 1901 and bearing interest at 5%, the following payments have been made: Feb. 26, \$175, May 16, \$10, July 16, \$210. How much was due Jan. 11, 1902?

9 A broker buys 500 shares C. & O. R. R. stock Sep. 7, 1901 @ 42½ and sells it Sep. 21 @ 47½. He charges brokerage ¼% each way and interest at 6% on cost of stock. Show the account properly closed in the broker's ledger.

10-11 Give ruling and headings for a folio of a bill book and enter in the proper columns all necessary details regarding the commercial paper mentioned in the transactions of Jan. 6, 8, 16 and 18.

12 You wish to retire from the wholesale provision business. Write a letter to Thomas Wolverton, Poughkeepsie, N. Y., as a possible purchaser, giving necessary details as to stock on hand, volume of business and gain during past year. Mention the price for which you are willing to sell.

13-14 From the following ledger balances and inventories make a balance sheet showing resources and liabilities, the proprietor's net capital (present worth) and net gain or loss:

	<i>Dr.</i>	<i>Cr.</i>
Proprietor.....		\$5,768 50
Cash.....	\$2,763 15	
Merchandise.....	3,600 48	
Bills receivable.....	575 50	
Bills payable.....		931 56
Expense.....	382	
Joseph Loren.....	105 25	
John Philips.....		1,550
Furniture and fixtures.....	590 40	
Interest.....		7 61
Ralph Johnson.....	240 89	

Inventories: merchandise \$6400; furniture and fixtures \$450.

15 Define indorsement, statement, acceptance, consignment, assignment.

High School Department

173D EXAMINATION

BOOKKEEPING

Monday, March 24, 1902—1.15 to 4.15 p. m., only

Answer questions 1-4 and six of the others but no more. If more than six of the others are answered only the first six answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1-4 Make entries in cashbook and journal of the following transactions for posting to a double entry ledger:

Feb. 1, 1902. Began a wholesale and retail carpet business with an investment of cash \$3600, merchandise \$4600. I owe James Porter on my note at 30 days from Jan. 11, 1902, \$525. Bought office books and furniture for cash \$83.

Feb. 3. Bought of Holding Brothers, Boston, 700 yards ingrain @ 55¢, 500 yards Wilton @ \$2.30.

Feb. 4. Accepted Holding Brothers' draft at 10 days for amount of bill of Feb. 3. Cash sales \$140.

Feb. 5. Sold Henry Cook on account 84 yards Brussels @ \$1.15, 25 yards ingrain @ 65¢.

Feb. 6. Sold David Harris 175 yards Wilton @ \$2.60, 75 yards oilcloth @ 34¢. Terms 2% off 5 days, net 60 days.

Feb. 7. Sold Henry Cook, 75 yards Brussels @ \$1.10, 90 yards Wilton @ \$2.55. Received in payment his note at 60 days, payable at Citizens' bank.

Feb. 8. David Harris paid his bill of Feb. 6, by check on Commercial national bank.

Feb. 10. Paid my note of Jan. 11 (transactions Feb. 1). Cash sales since last entry \$794.80.

Feb. 11. Bought of Harrison & Gould, New York, 1000 yards linoleum @ 45¢, 500 yards moquette @ \$1.40.

Feb. 13. Sent Harrison & Gould in full of account, a draft on West Side national bank, New York, bought at par at Citizens' bank, James Newcomb, cashier.

Feb. 14. Paid acceptance of Feb. 4, favor Holding Brothers.

Feb. 17. Had Henry Cook's note of Feb. 7 discounted at bank. Cash sales since last entry \$540.

5-6 Post to the double entry ledger the items given in questions 1-4. Assuming that the inventory is \$5181, close the merchandise account.

7 Write *a*) the draft mentioned in the transaction of Feb. 4, including acceptance, *b*) the note mentioned in the transaction of Feb. 7.

8 Write *a*) the check mentioned in the transaction of Feb. 8, *b*) the New York draft mentioned in the transaction of Feb. 13.

9 Show in the invoice book entries of all items in questions 1-4 that properly belong in that book.

10 You receive Mar. 20, 1902, 495 bushels wheat from John Brown, to be sold on commission. Mar. 24 you sell the entire lot @ 82¢ a bushel. Charges are freight 12½¢ a 100 pounds, cartage \$4.25, commission 2¢ a bushel. Make out account sales.

11 Give ruling and headings for a folio of a bill book (either bills receivable or bills payable).

12 Write in proper form *two* of the following: letter of guaranty, letter acknowledging remittance, letter of introduction.

13 Give the journal entry relating to the draft mentioned in the transaction of Feb. 4, as it would appear on the books of Holding Brothers.

14-15 The open accounts on Philip Minor's single entry ledger show the following footings:

	<i>Dr.</i>	<i>Cr.</i>
Philip Minor (proprietor)		\$4895 60
C. M. Whitney	\$811 44	178 50
John Moshier	650	850
Arthur Hackey	265 30

The merchandise on hand amounts to \$2984.40; cashbook shows cash on hand \$2377.66; bill book shows bills receivable \$3500, bills payable \$1680.30. Show the face of the ledger after changing to double entry. [Give all your work.]

High School Department

174TH EXAMINATION

BOOKKEEPING

Wednesday, June 18, 1902—1.15 to 4.15 p. m., only

Answer the first four questions and six of the others but no more. If more than six of the others are answered only the first six answers will be considered. Division of groups is not allowed. Each complete answer will receive 10 credits. Papers entitled to 15 or more credits will be accepted.

1-4 Make entries in cashbook and journal of the following transactions for posting by double entry. [Cash items are to be entered in cashbook only, and when posted, to be posted to the ledger direct]:

May 1, 1902. George Daskam, Buffalo N. Y. began a provision business with cash \$4500, merchandise \$2480. Bought books and furniture for cash \$125. Paid rent of store for May \$75.

May 1. Bought of Daniel Graham, Chicago, 50 barrels pork @ \$10, 1500 pounds hams @ 10¢, 1000 pounds lard @ 7¢.

May 3. Accepted Graham's draft at 10 days for purchase of May 1, favor of Henry Johnson. Sold William Jackson, Le Roy, on account, 15 barrels beef @ \$11, 10 barrels pork @ \$14.

May 5. Cash sales to date \$498.80.

May 7. Bought of Hart & Holcomb, Cincinnati, 75 barrels beef @ \$9, 1500 pounds hams @ 10¢. Terms, 2% off 5 days, net 60 days.

May 8. Received William Jackson's note at 60 days to apply on account \$150. Paid personal bills \$250.

May 10. Cash sales since last entry \$749. Paid clerk's salary \$15.

May 12. Sent Hart & Holcomb draft of Tenth National Bank, Buffalo (Ralph Phillips, cashier) on Merchants' Exchange Bank, New York, in settlement of their bill of May 7, less discount.

5-6 Post all the items given in questions 1-4. [Write in proper column of ledger the name and page number of book *from which* the item is posted, and write in the cashbook and journal the number of the ledger page *to which* the item is posted.]

7-8 Assuming that the inventory of merchandise is \$3277 and that of furniture and fixtures \$110, make and close the "Loss and gain" account for the ledger called for by questions 5-6. Close the proprietor's account.

9 Write the note mentioned in the transaction of May 8. Write and explain *two* different forms of indorsement for this note.

10 Write the New York draft mentioned in the transaction of May 12.

11 A broker buys for you 450 shares of B. & O. R. R. stock Mar. 12, 1902 @ 104 and sells it Apr. 11, @ 107 $\frac{1}{2}$. He charges brokerage $\frac{1}{8}\%$ each way and interest at 6% on cost of stock. Show the account properly closed in the broker's ledger.

12 Assuming that Daskam kept a sales book, make such entries from questions 1-4 as would properly be entered in the sales book instead of the journal.

13 Rule the debit page of a cashbook having *three* special columns and designate the heading for each column. State the chief advantage of using special columns.

14 Describe a method of preserving for convenient reference the correspondence of a provision business.

15 Define assignment, partnership, account sales, certified check, commission.

High School Department

171ST EXAMINATION

DRAWING

Thursday, September 26, 1901—1.15 to 4.15 p. m., only

Answer 10 questions but no more, including at least one from each of the three divisions. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Drawings may be in pencil, charcoal, pen and ink or water-colors. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted. At close of examination inclose work in double sheet, and place declaration and signature on last page of double sheet.

PICTORIAL

1 Sketch in light and shade a group of type forms one of which is curvilinear.

2-3 Copy fig. 1, enlarging at least one fourth.

Or

Draw a group of books differing in arrangement from fig. 1.

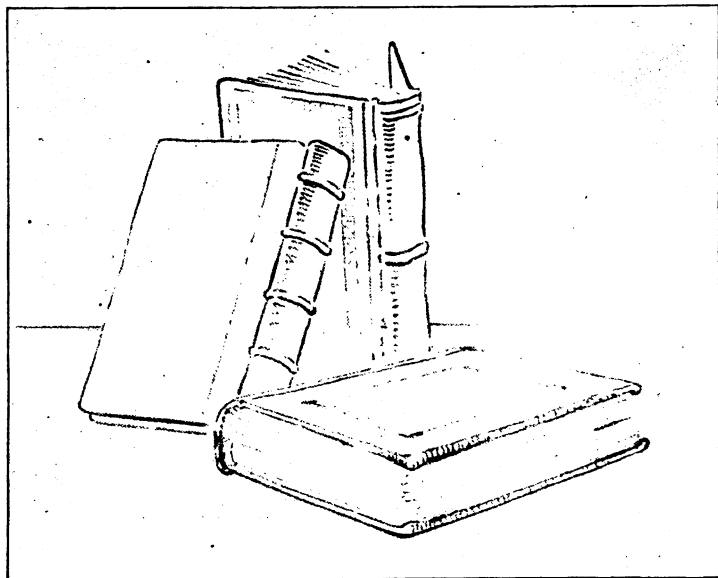


FIG. 1

4 Draw from memory or imagination a bit of natural scenery.

5 Make a sketch of some person near you.

DECORATIVE—FREE HAND AND INSTRUMENTAL

Tracing and transferring allowed

6-7 Draw free hand an oblong or an ellipse of pleasing proportion. Within this figure arrange a natural flower form, making good space relations in the arrangement.

8 Draw a medieval historic ornament. Write name of ornament underneath.

9-10 Using fig. 2 as a unit, design either an all over surface pattern or a border.



FIG. 2

GEOMETRIC—INSTRUMENTAL

Show all working lines

11-12 Draw the plan and elevation of a plain bookcase having three shelves.

13 Within a scalene triangle inscribe a circle.

14 Draw the developed surface of a hexagonal prism, each side of whose base is 1" and whose altitude is 3".

15 Make an oblong quatrefoil.

High School Department

172D EXAMINATION

DRAWING

Friday, January 31, 1902 — 1.15 to 4.15 p. m., only

Answer 10 questions but no more, including at least one from each of the three divisions. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Objects may be in sight of candidates if desired. Drawings may be in pencil, charcoal, pen and ink or water-colors. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted. At close of examination inclose work in double sheet, and place declaration and signature on last page of double sheet.

PICTORIAL

1-2 Draw a group of two objects, one of which shall illustrate the following: parallel retreating edges seem to converge.

3 Copy fig. 1, enlarging at least one fourth.

Or

Make a drawing similar in character to fig. 1.

4 Make a sketch of a person in sight.

5 Draw from memory or imagination a bit of natural scenery.

DECORATIVE

FREE HAND
AND INSTRUMENTAL

Tracing and transferring allowed

6 Draw a conventionalized border suitable for ornamenting a bowl.



FIG. 1

7-8 Copy fig. 2, enlarging at least one fourth.

Or

Make a design for a surface-covering similar in character to fig. 2.



FIG. 2

9-10 Make a pleasing arrangement for decorative purposes, using a semicircle for an inclosing form and a plant form for the motive. [Nasturtium suggested.]

GEOMETRIC—INSTRUMENTAL

Show all working lines

- 11-12 Draw the plan and elevation of a spool.
- 13 Draw the developed surface of a square pyramid.
- 14 Trisect a four inch line, and at *one* of the points of trisection erect a perpendicular $\frac{1}{8}$ " long.
- 15 Construct a trefoil. [The radius of the semicircle is to be less than one half of the side of the triangle.]

High School Department

173D EXAMINATION

DRAWING

Wednesday, March 26, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more, including at least one from each of the three divisions. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Objects may be in sight of candidates if desired. Drawings may be in pencil, charcoal, pen and ink or water-colors. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted. At close of examination inclose work in double sheet, and place declaration and signature on last page of double sheet.

PICTORIAL

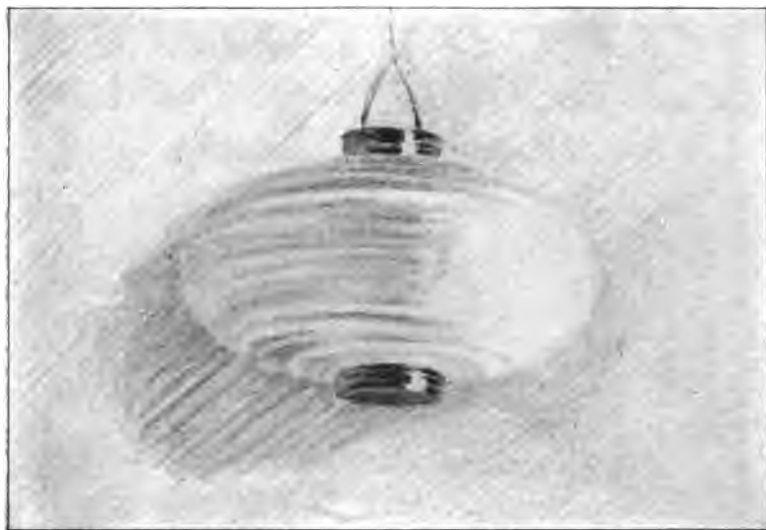


FIG. 1

1-2 Draw free hand a group of *two* type forms, one of which shall illustrate the following: a circle seen obliquely above the eye appears elliptic.

3 Copy fig. 1, enlarging at least one fourth.

Or

Make a drawing similar in character to fig. 1.

4 Draw free hand a vase that is pleasing in proportion and curvature of line.

5 Draw free hand a group, one element in the group to be an object in the room where you are.

DECORATIVE—FREE HAND AND INSTRUMENTAL

Tracing and transferring allowed

6 Make a design for an ornamental flat tile not less than 4" square.

7 Define a bilateral form and draw an illustration.

8-9 Copy fig. 2, enlarging not less than one fourth.

Or

Make a line drawing similar in design.

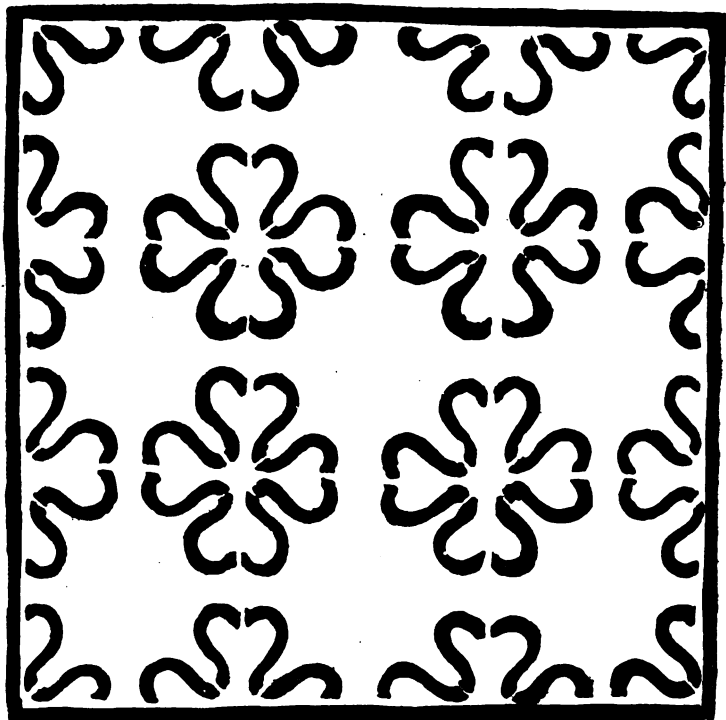


FIG. 2

10 Draw a Gothic ornament, writing its name underneath.

GEOMETRIC—INSTRUMENTAL

Show all working lines

11 Draw a line 4" long, parallel to a given line.

12 Draw the plan and elevation of a simple object, not a type form.

13 Draw the developed surface of a conical paper lamp shade whose dimensions are as follows: diameter of base 1', of top 4", vertical height 5". Scale 1" to 4".

14-15 Draw top view, front view and side view of an equilateral triangular prism.

High School Department

174TH EXAMINATION

DRAWING

Friday, June 20, 1902—1.15 to 4.15 p. m., only

Answer 10 questions but no more, including at least one from each of the three divisions. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Objects may be in sight of candidates if desired. Drawings may be in pencil, charcoal, pen and ink or water-colors. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted. At close of examination inclose work in double sheet and place declaration and signature on last page of double sheet.

PICTORIAL

1 Group a cube, a cone and a sphere and represent them free hand in light and shade.

2-3 Copy fig. 1, enlarging at least one fourth.

Or

Draw a group similar in character and treatment to fig. 1.



FIG. 1

4 Within a circle whose diameter is 3", make a sketch of natural scenery.

5 Make a drawing of objects which will illustrate the following principle: distance affects the apparent size of an object.

DECORATIVE—FREE HAND AND INSTRUMENTAL

Tracing and transferring allowed in design

6-7 Draw an oblong and within it arrange a natural form to illustrate good space variation.

8 Draw an Egyptian ornament.

9 Copy fig. 2, enlarging at least one half. [An enlarged copy of one fourth of fig. 2 will be accepted.]

Or

Make a design similar in character to fig. 2.

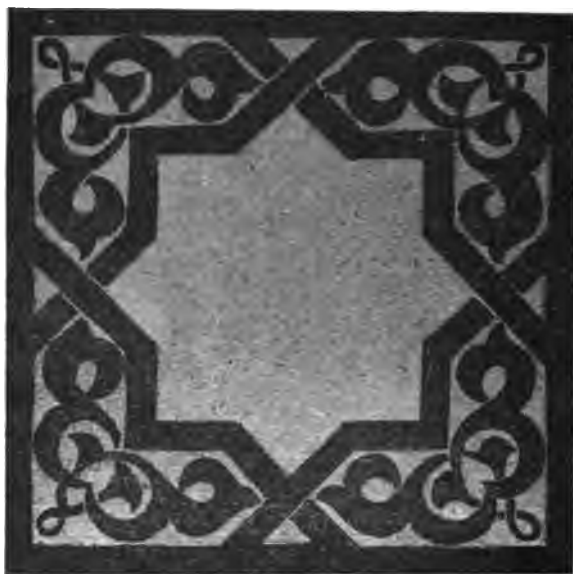


FIG. 2

10 Draw an initial letter decorative in character.

GEOMETRIC—INSTRUMENTAL

Show all working lines

11-12 Draw plan and elevation of some object cylindric in shape.

13 Draw the developed surface of a circular plinth.

14 Construct an angle of 120° .

15 Draw an inclosing form composed of semicircles and a hexagon.

High School Department

172D EXAMINATION

ADVANCED DRAWING

Monday, January 27, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more, including at least one from each of the three divisions. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Objects may be in sight of candidates if desired. Drawings may be in pencil, charcoal, pen and ink or water-colors. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted. At close of examination inclose work in double sheet, and place declaration and signature on last page of double sheet.

PICTORIAL

1 Draw free hand, in light and shade, a basket of rectilinear shape, seen at an oblique angle.

2-3 Copy free hand fig. 1, enlarging at least one fourth.

Or

Draw a group similar in character to fig. 1.



FIG. 1

4 Draw free hand a group of *three* type forms, one of which has curved outlines.

5 Make a free hand drawing of some object now in sight.

DECORATIVE—FREE HAND AND INSTRUMENTAL

Tracing and Transferring allowed

6 Draw the Greek antefix.

7 Sketch a plant form from memory and make from it *three* conventionalized units.

8 Within a circle whose radius is at least $2\frac{1}{4}"$, draw a border design which would be a suitable ornament for a plate. [One fourth of the border will be accepted.]

9-10 Fig. 2 is a decorative design in three tones. Copy this figure.

Or

Make an original design similar in character to fig. 2.



FIG. 2

GEOMETRIC—INSTRUMENTAL

Show all working lines

11 Draw the plan and elevation of the following combination: a sphere resting on a vertical square prism.

12 Draw the developed surface of a hexagonal prism, each side of whose base is $\frac{3}{4}"$ and whose altitude is 3".

13 Within a triangle whose sides are 3", 4" and 5" respectively, inscribe a circle. Without the same triangle circumscribe a circle.

14-15 Draw the plan, elevation and developed surface of the frustum of a square pyramid.

High School Department

174TH EXAMINATION

ADVANCED DRAWING

Monday, June 16, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more, including at least one from each of the three divisions. If more than 10 are answered only the first 10 answers will be considered. Division of groups is not allowed. Objects may be in sight of candidates if desired. Drawings may be in pencil, charcoal, pen and ink or water-colors. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted. At close of examination inclose work in double sheet, and place declaration and signature on last page of double sheet.

PICTORIAL

1 Draw from nature or from memory a landscape, giving special attention to proportion and due placing of the main masses.

2 Draw free hand a group containing a vase form of pleasing outline and proportions.

3-4 Copy free hand fig. 1, enlarging at least one fourth.

Or

Draw a group similar in character to fig. 1.



FIG. 1

5 Make a free hand drawing of a cone resting on its side, with the apex turned slightly away from the eye.

DECORATIVE—FREE HAND AND INSTRUMENTAL

Tracing and transferring allowed in design

- 6 Draw a Saracenic ornament.
- 7 Draw a plant growth within a suitable free hand outline.
- 8-9 Copy fig. 2, enlarging at least one fourth.

Or

Make a drawing similar in character to fig. 2.



FIG. 2

- 10 Draw for a glove-box cover a conventionalized ornament.

GEOMETRIC—INSTRUMENTAL

Show all working lines

- 11 Draw plan and elevation of the frustum of a cone.
- 12 Draw the developed surface of a hexagonal pyramid, each side of whose base is 1" and the slant height 3".
- 13-14 Draw plan, elevation and real shape of section of a cylinder 2" in diameter cut by a plane making an angle of 45° with the axis of the cylinder.
- 15 Construct an angle of 135° and bisect it.

High School Department

174TH EXAMINATION

WORD ANALYSIS

Tuesday, June 17, 1902—9.15 a. m. to 12.15 p. m., only

Answer 10 questions but no more. If more than 10 are answered only the first 10 answers will be considered. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

1 Give an analysis of each of the following words: *immaculate*, *implacable*, *paralyze*, *accord*. Write sentences in which these words are correctly used.

2 Give five words derived from the stem *struct* and show by analysis the meaning of each.

3 Show by analysis how the words in each of the following pairs differ in meaning: *unsatisfied*, *dissatisfied*; *illusion*, *delusion*; *dissolve*, *resolve*; *denounce*, *renounce*; *prepare*, *repair*.

4 Write words containing five variant forms of the prefix *sub*. State under what conditions each form would be preferred to *sub*.

5 Analyze each of the following words, giving the meaning of each part: *inanimate*, *enumerate*, *inflection*, *deciduous*, *respectable*.

6 Give the meaning of each of five of the following prefixes: *bi*, *dia*, *el*, *mis*, *be*, *non*, *post*, *inter*. Write sentences containing words formed by using the five prefixes selected.

7 Give the meaning of the stem in each of the following words: *prejudice*, *companion*, *immense*, *derivative*, *efficient*, *affluent*, *exorbitant*, *corolla*, *unhealthy*, *immediate*.

8 Show by analysis the idea common to each of the following pairs of words: *abase*, *debase*; *prescribe*, *proscribe*; *repel*, *repulse*; *adherence*, *adhesion*; *ancestor*, *antecedent*. Point out the differences in meaning.

9 Write sentences, using correctly each italicized word in question 8.

10 Give the meaning of each of the following stems and form a word from each stem: *the*, *arch*, *felic*, *phon*, *rat*.

11 Show by analysis the meaning of each of the following: *community*, *incredible*, *persuasion*, *commission*, *symmetry*. Write sentences in which these words are correctly used.

12 Show how the suffixes in the following words affect the meaning or use: *freedom*, *hillock*, *strengthen*, *wickedly*, *beautify*.

13 Explain how the words in each of the following pairs differ in meaning: *argue*, *discuss*; *debate*, *dispute*; *finish*, *complete*; *plenty*, *abundance*; *grieve*, *distress*.

14 Give five words formed from the stem *fer*. Show that the differences in meaning in these derivatives are due to the prefixes or suffixes.

15 Form five words, using the prefix *ob*. Write sentences, using correctly each word formed.

University of the State of New York

High School Department

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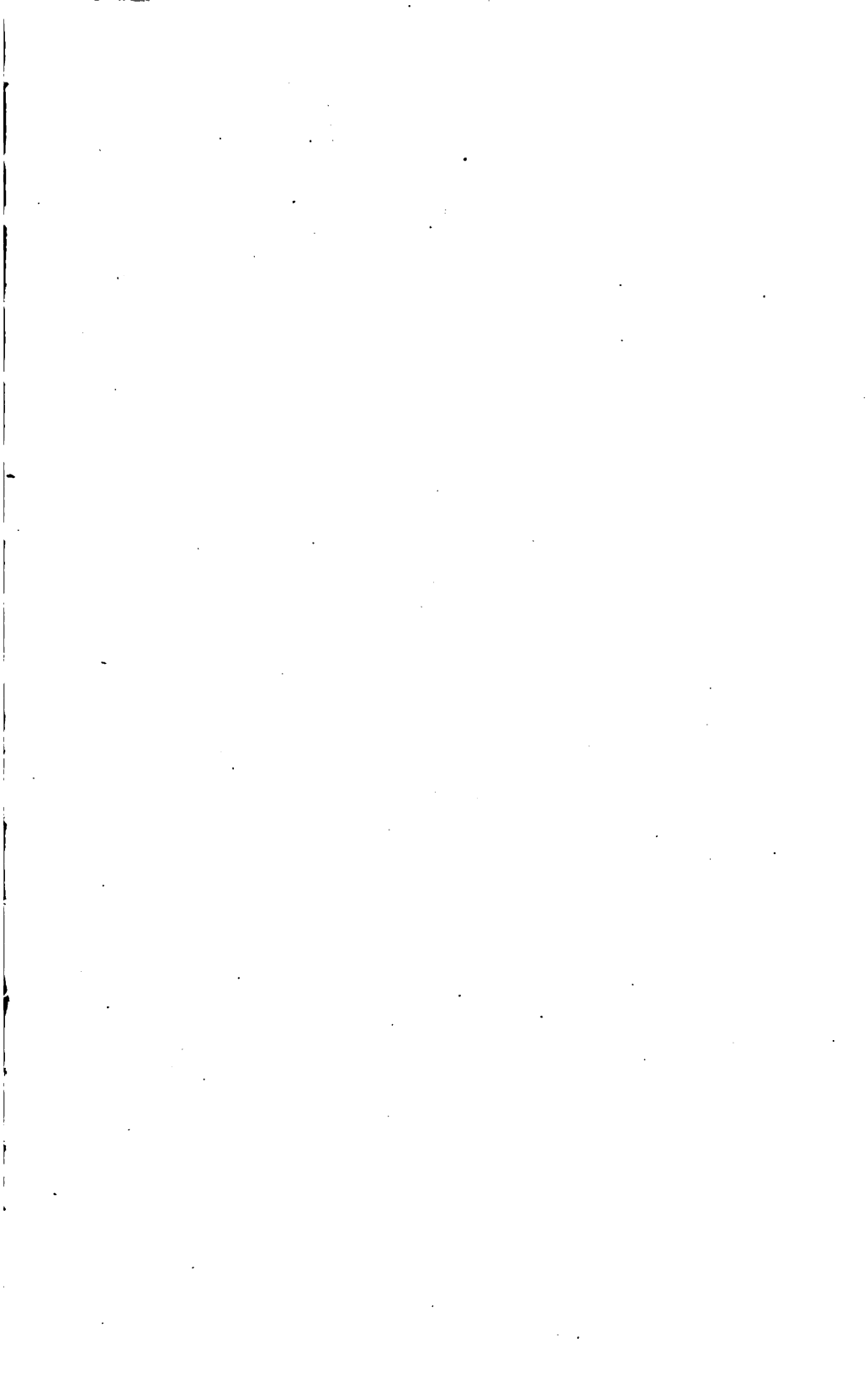
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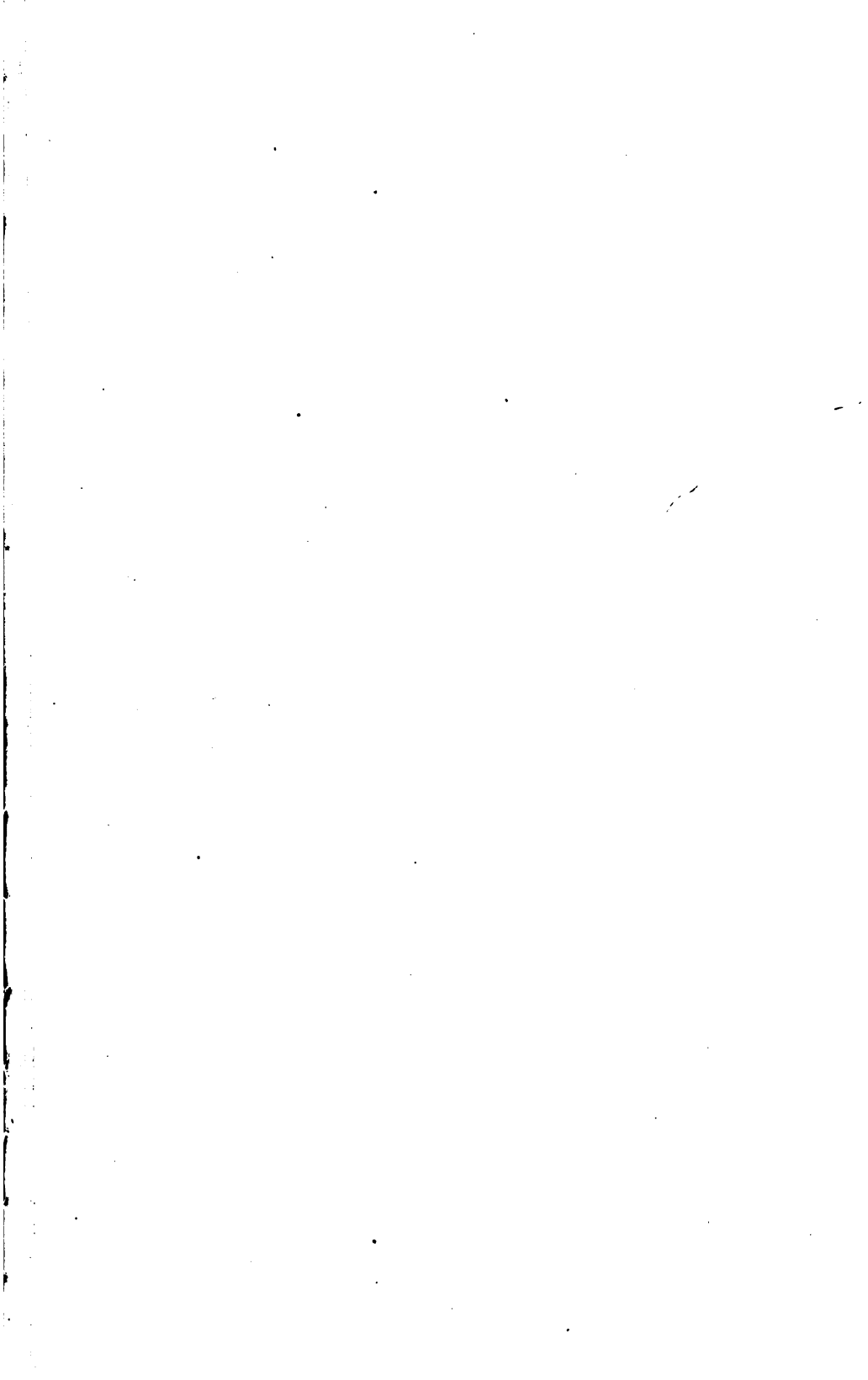
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